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In the Supreme Court of the United States

OCTOBER TERM, 1991

UNITED STATES OF AMERICA, PETITIONER

v.

RAY MABUS, ET AL.

JAKE AYERS, JR. ET AL., PETITIONER

v.

RAY MABUS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIFTH CIRCUIT

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PETITIONS FOR WRITS OF CERTIORARI FILED JANUARY 28, 1991 (No. 90-1205) AND DECEMBER 17, 1990 (No. 90-6588) CERTIORARI GRANTED APRIL 15, 1991

In the Supreme Court of the United States

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v.

RAY MABUS, ET AL.

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v.

RAY MABUS, ET AL.

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FIRST CIRCUIT

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11. District Court judgment of December 10, 1987 (Record volume 6, document 1654) 1885
12. Order granting certiorari in No. 90-1205, April 15, 1991 1887
13. Order granting certiorari in No. 90-6588, April 15, 1991 1888

DOCKET ENTRIES – DISTRICT COURT

IN THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF MISSISSIPPI GREENVILLE DIVISION

No. GC 75-9-NB (SENIOR COLLEGES)

JAKE AYERS, SR, ET AL., PLAINTIFFS
UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS

RELEVANT DOCKET ENTRIES

DATE FILED	DOCUMENT
1/28/75	Complaint of Jake Ayers, Sr., et al.
	* * * * *
4/7/75	Amended Complaint of Jake Ayers, Sr., et al.
	* * * * *
4/14/75	United States' Complaint in Intervention.
	* * * * *
6/3/75	Answer of the Board of Trustees of State Institutions of Higher Learning, and Named Universities to Complaint in Intervention.
6/3/75	Answer of the Board of Trustees of State Institutions of Higher Learning, and Named Universities to Amended Complaint of Ayers, et al.
	* * * * *

DATE FILED	DOCUMENT
9/25/75	Answer of Governor William L. Waller to the Complaint in Intervention.
9/25/75	Answer of Governor William L. Waller to the Amended Complaint of Ayers, et al.
	* * * * *
5/31/79	Second Amended Complaint of Jake Ayers, Sr., et al.
	* * * * *
6/15/79	Answer of the Board of Trustees of State Institutions of Higher Learning, and Named Universities to Second Amended Complaint of Ayers, et al.
	* * * * *
4/27/87	Non-jury trial held 4/27/87-6/1/87.
	* * * * *
12/11/87	Memorandum Opinion.
12/11/87	Judgment.
1/4/88	Notice of Appeal by Plaintiffs Jake Ayers, Sr., et al.
1/5/88	Notice of Appeal by United States.
	* * * * *
7/25/88	Trial Transcripts (Volumes I-XXIV).

DOCKET ENTRIES—COURT OF APPEALS

IN THE UNITED STATES COURT OF APPEALS
FOR THE FIFTH DISTRICT

No. 88-4103

JAKE AYERS, SR. ET AL., PLAINTIFF-APPELLANTS
UNITED STATES OF AMERICA,
PLAINTIFF-INTERVENOR-APPELLANT

v.

WILLIAM ALLAIN, ET AL., DEFENDANTS-APPELLEES

APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF MISSISSIPPI

RELEVANT DOCKET ENTRIES

DATE FILED	DOCUMENT
2/6/90	Opinion rendered by panel—reversed and remanded.
2/21/90	Petition for rehearing and suggestion for rehearing *en banc* filed by appellee.
4/9/90	Order granting rehearing *en banc*.
9/28/90	Opinion rendered by *en banc* court—affirmed.

AYERS COMPLAINT

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

No. GC-75-9K

JAKE AYERS, SR, ET AL., PLAINTIFFS

v.

WILLIAM L. WALLER, GOVERNOR,
STATE OF MISSISSIPPI, ET AL., DEFENDANTS

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* * * * *

FACTS

39. The defendants have long maintained, and continue to maintain and pursue, general policies, practices, conditions, customs and usages of racial discrimination in employment and educational practices and opportunities in the State's system of higher education. Until 1962, all public institutions of higher learning in Mississippi were rigidly segregated.

40. The Board of Trustees is comprised of 12 white members and 1 black member. The only black member in the entire history of the Board was appointed in 1972.

41. The Board of Trustees maintains a professional staff of twenty persons, all of whom are white.

42. By authority of § 37-101-3 Miss. Code, 1972 Annotated, the University of Mississippi enjoys the unique distinction of having a special trustee to set on the Board of Trustees, known as the Le Bauve Trustee, who votes on matters only pertaining to the University of Mississippi. No other university has such special trustee accorded to it.

43. The following chart reveals the student credit-hour support made to the eight (8) universities for the 1972-73 academic year. It shows that the three traditionally black universities received a combined average of $5.40 less per student credit hour than the five traditionally white universities.

Institutions	*Total Student Credit Hours*	*Total $ of Support* **	*Average Per SCH*
Alcorn State University	76,464	$1,998,207	$26.1
Delta State University	75,792	2,825,736	37.3
Jackson State University	133,464	4,568,550	34.2
Mississippi University for Women	65,282	2,782,329	42.6
Mississippi State University	268,026	9,288,612	34.7
Mississippi Valley State University	67,192	1,976,493	29.4
University of Mississippi	214,160	8,903,706	41.6
University of Southern Mississippi	253,031	7,878,558	31.1
Traditionally Black Institutions	277,120	8,543,250	30.8
Traditionally White Institutions	876,291	31,678,941	36.2
All Institutions	1,153,411	40,222,191	34.9

44. By reason of the acts and conditions alleged in paragraph 43 above, the historically black institutions are maintained as relatively limited educational institutions and are, thus, less attractive to prospective students than the traditionally white schools.

45. The Board of Trustees operates a higher education institution in Jackson, Mississippi which serves as a branch facility for three of the traditionally white universities (the

University of Mississippi, Mississippi State University and the University of Southern Mississippi). The Universities Center has a predominantly white enrollment and offers a wide range of courses notwithstanding the existence in Jackson of Jackson State University, a traditionally black institution of higher learning. Although the course offerings made available through the Center are described as unique to Jackson State's regular curricular, many of them are in fact duplicative of Jackson State's courses. This points up the real reason why the Universities Center was established and is still maintained in Jackson: to make it possible for white residents of the Jackson area, who are unable to attend one of the historically white institutions at its campus, to attend a state-supported institution of higher learning without having to go to Jackson State. The purpose and effect of the maintenance of the Universities Center in close proximity to Jackson State is to drain funds, students, resources, programs and facilities away from Jackson State and, thereby, to undermine its academic viability as an educational institution of quality capable of attracting students of all races. The existence of the Center in Jackson out from under the control of Jackson State results in the perpetuation of unequal educational opportunity for black people.

46. The University of Southern Mississippi maintains a branch facility in Natchez, Mississippi, characterized as the Natchez Center – USM. The Natchez Center offers a full range of degree programs to residents of the Natchez area, notwithstanding the existence of Alcorn State University in Lorman, Mississippi, only 32 miles away. The purpose and effect of the Natchez Center – USM in Natchez – in close proximity to Alcorn State is to drain funds, students, resources, programs and facilities away from Alcorn and, thereby, to undermine its academic viability as an educational institution of quality capable

of attracting students of all races. The existence of this institution in Natchez out from under the control of Alcorn State results in the perpetuation of unequal educational opportunity for black people. The Natchez Center was established in Natchez by the University of Southern Mississippi in order to make it possible for white residents of the Natchez area who are unable to attend USM's main campus to attend a state-supported institution of higher learning in their own area without having to go to Alcorn State.

47. Mississippi State University operates a branch facility in Vicksburg, Mississippi. This facility offers college level courses to Vicksburg area residents notwithstanding the existence of Vicksburg State University less than 40 miles away in Lorman, Mississippi. The purpose and effect of maintaining the Vicksburg Center in close proximity to Alcorn State is to drain funds, students, resources, programs, and facilities away from Alcorn and, thereby, to undermine its academic viability as a quality educational institution capable of attracting students of all races. The existence of this facility in Vicksburg operating in competition with Alcorn results in the perpetuation of unequal educational opportunity for black people. The Vicksburg Center was established in Vicksburg by Mississippi State University in order to make it possible for white residents of the Vicksburg area who are unable to attend MSU's main campus to attend a state-supported institution of higher learning in their area without having to go to Alcorn State.

48. The transfer of the facilities referred to in paragraphs 45 and 47 above would be a most viable way of achieving a more balanced racial mixture of black and white students at Jackson State and Alcorn State. The existence of these facilities out from under the control of Jackson State and Alcorn State is neither logical nor geographical, but merely racial. It is an irrefutable testimonial to white racism.

49. For fiscal 1970, Mississippi's two land grant universities were allocated $4,464,035 in federal funds alone under the Morrill Act. When the funds were divided, Mississippi State received $4,336,516 while Alcorn State received only $127,000 a meager 2.8 percent. Although land grant funds are available under the Smith-Lever Act, and the McIntire-Stennis Act, as well as under the Morrill Act, Alcorn only receives funds under the Morrill Act and even then it received only a few thousand dollars annually prior to 1967. On the other hand, Mississippi State has received substantial amounts of monies under the Smith-Lever, McIntire-Stennis and Morrill Acts which, combined with state and local monies, have resulted in significant funding disparities and consequently program and service disparities between the two institutions.

50. Although both Alcorn State and Mississippi State are land grant institutions under the Morrill Act, only Mississippi State has been treated as having true land grant status. The Agricultural and Forestry Experimental Stations and the Agricultural Extension Service have been located by virtue of legislative authorization exclusively under the administrative jurisdiction of Mississippi State with branch facilities being located at Alcorn State.

51. Mississippi State University is designated by law the land grant institution in Mississippi to officially administer and receive and dispense land grant funds for the operation of all land grant functions in the State of Mississippi, including the following research, service and institutional programs: agricultural and forestry experimental stations (§ 37-113-17 Miss. Code, 1972 Ann.); community and agricultural extension services (§ 37-113-19 Miss. Code, 1972 Ann.); soil and conservation and experiment stations (§§ 37-113-23 and 67-27-101 Miss. Code, 1972 Ann.); and other research, service and instructional programs. By virtue of §§ 37-121-3, 37-121-5, et seq. Miss.

Code, 1972 Ann., all land grant research, service and instructional programs located at Alcorn State University are financed through Mississippi State and are maintained as branch programs and facilities of that institution. In light of the legal status of Mississippi State University compared to that of Alcorn State University, it is apparent that only Mississippi State is regarded by the Board of Trustees and the State of Mississippi as having true land grant status.

52. Alcorn State University was established in 1871 as the land grant institution in Mississippi. It was recognized by the State legislature as the agricultural college for the education of Negro youths. Mississippi State University was organized in 1878 as an agricultural college for the education of white youths. However, since the very beginning, the defendants and their predecessors have discriminated against Alcorn State in allocating land grant funds and other finances to the two institutions. In fact, virtually all land grant funds have gone to Mississippi State which has allowed only a very small percentage to go to Alcorn State. For example, for fiscal 1970, the two land grant institutions were allocated $4,464,035 in federal funds under the Morrill Act. Of those funds, Mississippi State received $4,336,516 while Alcorn State received $127,000, a meager 2.8 percent. In the 1972-73 academic year, Mississippi State received $29,358,908 in total revenues compared to $6,984,723 received by Alcorn State (23.8 percent). After nearly a century of such disproportionate funding, the two land grant institutions today are virtually beyond comparison. In the 1973-74 academic year, Mississippi State had a total student enrollment of 9,784 compared to a total student enrollment at Alcorn State of 2,538 (25.9 percent). For the same academic year, Mississippi State had a total faculty of 509 compared to a total of 126 faculty employees at Alcorn State (24.8 percent). The comparative

statistics presented in the table below reveal that similar disparities exist between the two universities in regard to degrees granted, student credit hours produced, appropriations for new construction and library appropriations for 1972-73 and average salaries for full professors for 1974-75.

SELECTED COMPARATIVE STATISTICS
1972-73

	Alcorn University	*Mississippi State University*
Total Degrees Granted	436	2,439
Degrees in Agric. and Natural Science	42	184
Total Student Credit Hours	304,526	1,056,530
Library Appropriations	1,998,207	9,288,612
New Construction	3,594,206	28,141,557
*Average Salary (Full Professor)	17,584	20,861

53. During the entire history of the existence of Coahoma Junior College and Utica Junior College, the defendants have pursued policies and practices in regard to the allocation of finances, facilities, programs and resources which discriminate against these colleges as traditionally black educational institutions. These discriminatory policies and practices continue until this day,

---

* These figures are presented in the State's May 28, 1974 modifications to its Feb. 8, 1974 Plan of Compliance to H.E.W. They are the Board's projection of the average salaries for full professors at the two institutions, inclusive of a 12.63% increase in average salary at Alcorn over the 1973-74 academic year compared to a 5.91% increase in average salary at MSU over 1973-74.

resulting in programs, facilities and resources at Coahoma and Utica which are relatively limited in comparison to those of the traditionally white junior colleges – particularly Hinds, Copiah-Lincoln, Mississippi Delta and Northwest which are located in relatively close proximity to them. Coahoma and Utica are the only public junior colleges in the State which do not have their own support districts to which they can look for local funds. This arrangement has resulted in these institutions receiving unequal local financing for purposes of general support and construction. In addition, the financing formula utilized in allocating State funds between and among the various junior colleges discriminates against Utica and Coahoma, resulting in unequal educational programs, facilities and resources for these institutions.

* * * * *

ORDER, PRETRIAL CONFERENCE

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

NO. GC 75-9-K

JAKE AYERS, SR. ET AL., PLAINTIFFS
AND
UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM L. WALLER, GOVERNOR, ET AL., DEFENDANTS

ORDER

3. Since the issues involving the Board of Trustees of the State Institutions of Higher Learning (Board of Trustees) are clearly separable from those affecting the State's 16 junior colleges, the court finds it would promote the convenience of the parties, be conducive to expedition and economy, and be without prejudice to the private plaintiffs and plaintiff-intervenor, to grant a separate trial on all issues affecting said Board of Trustees and the named universities. The court, therefore, orders that separate trials be had under Rule 42(b), F. R. Civ. P., on all claims made by the private plaintiffs and plaintiff-intervenor against the Board of Trustees, and until otherwise ordered all proceedings affecting the Board of Trustees and the State's eight universities shall be treated as separate and distinct from the balance of the case.

4. With respect to the case alleged against the Board of Trustees, the court makes the following orders:

(a) Finding that Rule 23 prerequisites are satisfied by private plaintiffs to maintain a class action under Rule 23(b)(2), the court certifies that the action brought by private plaintiffs against the Board of Trustees shall be on behalf of a plaintiff class defined as all black citizens residing in Mississippi, whether students, former students, parents, employees, or taxpayers, who have been, are, or will be discriminated against on account of race in receiving equal educational opportunity and/or equal employment opportunity in the universities operated by said Board of Trustees.

* * * * *

This, 17th day of September, 1975.

/s/ WILLIAM C. KEADY

William C. Keady,
Chief Judge
UNITED STATES DISTRICT COURT

MOTION FOR TEMPORARY RESTRAINING ORDER

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

CAUSE NO. GC 75-9-K

JAKE AYERS, SR. ET AL., PLAINTIFF
AND
UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

versus

WILLIAM L. WALLER, GOVERNOR, ET AL., DEFENDANT.

MOTION FOR A TEMPORARY RESTRAINING ORDER OR IN THE ALTERNATIVE A PRELIMINARY INJUNCTION

Plaintiff, Jake Ayers, Sr., et al., by and through their undersigned attorneys, move the Court, pursuant to Rule 65 of the Federal Rules of Civil Procedures, for a temporary restraining order or in the alternative a preliminary injunction enjoining the defendant, Board of Trustees of the State Institutions of Higher Learning, their agents, servants, employees, attorneys, and all persons in active concert and participation with them, pending the final hearing of this action, from instituting and enforcing the "Agreement Governing the Recruiting of Prospective Athletes in the State of Mississippi" adopted by the defendant on or about October 16, 1975, and in support thereof state and would show:

* * * * *

4.

Defendant's actions in adopting the aforementioned "Agreement Governing the Recruiting of Prospective Athletes in the State of Mississippi, attached thereto as Exhibit "A," hereinafter referred to as "Agreement" simply perpetuates and reinforces the years of racial discimination heaped upon plaintiffs and the class they represent in the administration and operation of public higher education in the State of Mississippi.

5.

The "Agreement" is unconstitutional on its face, is blatantly discriminatory against the traditionally black institutions, and denies plaintiffs and their class rights as guaranteed and secured by 42 U.S.C. Section 1981 and 1983 and the Fifth, Ninth, Thirteenth and Fourteenth Amendments to the Constitution of the United States.

6.

On September 10, 1975, in anticipation of the adoption of the "Agreement" by defendants, the historically black institution of higher learning via their presidents voiced opposition thereto in the "Resolution Regarding Proposed Change In the Board of Trustees of Institutions of Higher Learning Regulations for Recruiting of Athletes," hereinafter referred to as "Resolution" which is attached hereto as Exhibit "B" and made a part hereof as if copied herein fully and completely.

7.

As vividly indicated by the "Resolution," the "Agreement" which is contrary to a long standing policy of the defendant Board requiring all state institutions of higher

learning to honor the prior signing of athletes, the "Agreement" now allows:

a. The traditionally white institutions to recruit and sign athletic signees of traditionally black institutions without allowing the latter the same privilege;

b. To force or otherwise entice the student athlete to breach contractual obligations and commitments previously made to the traditionally black institutions; and

c. The traditionally white institution an unconstitutional and unequal edge in recruiting the black athletes, a market upon which the black institutions by pattern, practices, and policies of racial discrimination have been forced to solely depend.

8.

The "Agreement' would further "seriously undermine the efforts" of the traditionally black institutions, "not only to field viable sports teams, but also would sabotage their efforts to move out of isolation into the mainstream of higher education." More specifically, a measure such as adopted by defendants though, athletically directed, seriously damages the educational objectives of the affected institutions.

9.

Plaintiffs are informed and believes that recruiting efforts of State institutions of higher learning will begin either the last week of November or the first two weeks of December of this year, and unless the defendants are enjoined from allowing traditionally white institutions to recruit as allowed by the "Agreement," plaintiffs and the class they represent as well as the traditional black institutions will be irreparably harmed.

* * * * *

EXHIBIT A

ADOPTED BY THE BOARD OF TRUSTEES ON THURSDAY, OCTOBER 16, 1975

AGREEMENT GOVERNING THE RECRUITING OF PROSPECTIVE ATHLETES IN THE STATE OF MISSISSIPPI

WHEREAS, it is the desire of this Board that all institutions operating under its direction compete fairly for athletic talent; and

WHEREAS, it is recognized that the Mississippi institutions of higher learning are members of various athletic conferences and therefore have different dates for the beginning of legal scholarship commitments; and

WHEREAS, it is further recognized that each of the institutions should be protected from outside recruitment by non-Mississippi institutions which observe the same starting date of commitment; now

THEREFORE BE IT RESOLVED, that all institutions under the direction of this Board be instructed to honor each institution's athletic scholarship commitments and/or letters of intent; and

BE IT FURTHER RESOLVED, that the institutions under the direction of this Board shall observe the following recruiting rules:

1. Each institution may sign athletes on the legal date of commitment under which such institution operates; *PROVIDED that such athlete shall continue to be eligible to sign with any Mississippi institution whose legal date comes later than that of the prior institution. Such period of eligibility shall expire seventy-two (72) hours after the last date of any institution's legal date of commitment.*
2. When an institution is recuiting a student-athlete who has previously committed with another

Mississippi institution, the Athletic Director of the recruiting institution should notify the Athletic Director of the School to which the student has committed himself.

3. When a student-athlete who is enrolled at one of the institutions under the direction of this Board wishes to transfer to and participate in the athletic program of another such institution, the transfer and participation must be approved by the Athletic Directors involved.

BE IT FURTHER RESOLVED, that this agreement shall be signed by the Athletic Directors of each of the institutions under the direction of this Board; and

BE IT FURTHER RESOLVED, that this agreement shall become effective upon the date of such signing.

* * * * *

EXHIBITS NOVEMBER, 1975 HEARING, STIP. EXHIBIT 1

EXCERPTS OF MINUTES OF BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

October 29, 1975

"Report of the Committee on Athletics

Mr. Stone moved the adoption of the following report on the Committee on Athletics, seconded by Mr. Riddell:

. . . .

5. That the following policy on athletics be adopted:
   (1) The programs of intercollegiate and intramural athletics of the several institutions shall be organized and developed as elements in the total educational programs of the institutions. Athletic programs shall be conducted so as to promote the total welfare of students, including physical and mental health and the development of capacities and talents, and so as to contribute to the morale of students, alumni and friends of the institutions.
   (2) Programs of intercollegiate athletics shall be under the complete control of the administrators and faculties of the several institutions.
   (3) Funds used to support all athletics programs shall be fully controlled by the administrations of the institutions, however, no funds budgeted for instructional purposes may be diverted to athletics and no athletics funds may be diverted to other purposes without official approval by the Board of Trustees.

(4) Standards of the NCAA and appropriate regional conferences shall be the standards of the several athletics departments."

* * * * *

I, the undersigned, *E. E. Thrash*, Executive Secretary and Director of the Board of Trustees of State Institutions of Higher Learning of the State of Mississippi, do hereby certify that the above and foregoing is a true and correct copy of the minutes of said Board in meeting on *December 17, 1964*, and the same appears of official record.

Witness my official signature this *27th* day of *October*, 1975

/s/ E. E. THRASH,

E. E. Thrash,
Executive Secretary and Director
BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

STIP. EXHIBIT 2

EXCERPTS OF MINUTES OF BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

July 16, 1970

"Report of the Presidents Council

. . . . .

On motion by Dr. Roberts, seconded by Mr. Stone, the following recommendation and resolution of the Presidents Council was approved by the Board:

WHEREAS, it is the desire of this Board that institutions operting under its direction compete fairly for athletic talent;

NOW, THEREFORE, BE IT RESOLVED, That all institutions be instructed to honor each institution's signees of athletic scholarships or letters of intent, and

BE IT FURTHER RESOLVED, That in the case of a student transferring, the transfer must be approved by the Athletic Directors involved."

* * * * *

I, the undersigned, *E. E. Thrash*, Executive Secretary and Director of the Board of Trustees of State Institutions of Higher Learning of the State of Mississippi, do hereby certify that the above and foregoing is a true and correct copy of the minutes of said Board in meeting on July 16, 1970, and the same appears of official record.

Witness my official signature this *4th* day of *June*, 1975

/s/ E. E. THRASH,

E. E. Thrash,
Executive Secretary and Director
BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING,
STATE OF MISSISSIPPI

TURNER DEP. EXHIBIT 4

MINUTES OF THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

October 16, 1975

BE IT REMEMBERED, That the Board of Trustees of State Institutions of Higher Learning of the State of Mississippi met in regular session in Jackson, Mississippi, on Thursday, October 16, 1975, and pursuant to notice in writing mailed by certified letter with return receipt requested on October 3, 1975, to each and every member of said Board, said date being at least five days prior to this October 16, 1975.

At the above named place there were present the following members to wit: Milton E. Brister, Bobby L. Chain, R. C. Cook, Ross L. Franks, R. W. Harrison, M. Paul Haynes, Verner S. Holmes, W. M. Shoemaker, Miriam Q. Simmons, Boswell Stevens, Mike P. Sturdivant, and Thomas N. Turner. Absent: Travis E. Parker.

The meeting was called to order by President W. M. Shoemaker and opened with prayer by Dr. Thrash.

* * * * *

Report of the Athletics Committee

Mr. Turner moved, seconded by Mr. Stevens, to approve the "Agreement Governing the Recruiting of Prospective Athletes in the State of Mississippi".

Dr. Harrison amended the motion to change the agreement to allow for another 72-hour period in which the athlete could be eligible to sign with another institution. The motion was seconded by Mr. Sturdivant.

A vote was taken on the amended motion and it was declared not carried.

Mr. Brister then made a substitute motion, seconded by Dr. Harrison, to make no changes in the Board's present policy regarding athletic recruitment.

A vote was taken on the substitute motion and it was declared not carried.

A vote was then taken on the original motion and it was declared carried, with Dr. Harrison recording a negative vote.

* * * * *

STIP. EXHIBIT 4

SOUTHEASTERN CONFERENCE MANUAL

* * * * *

3. FRESHMAN AND JUNIOR VARSITY FOOTBALL GAMES

Varsity and junior varsity teams in all sports may be composed of freshmen and/or upperclassmen. Freshmen or junior varsity football teams of the Southeastern Conference shall be allowed to play only five games in any regular season except intramural games. No freshman or junior game shall be played prior to three weeks after classes start or in lieu thereof, before the third weekend in September. All freshman or junior varsity games shall be played on the home campus of one of the competing institutions. These home games shall be officiated by Southeastern Conference officials.

4. PARTICIPATION

A student-athlete, regardless of his classification, may not participate in more than a total of eleven regular season football games. A student-athlete who participates on a team of one classification may not participate on a team on a team of a different classification on the same day.

* * * * *

6. SCHOLARSHIP AWARDS

A. Football grants-in-aid and/or scholarships shall be signed and awarded to eligible (new) athletes between 12:00 o'clock noon, Eastern time, the second Saturday in December and the next December 1. Conference schools shall not permit the signing of any letters of commitment, agreement, consent, etc. by prospective student-athletes prior to noon

on the second Saturday in December. All signed grants-in-aid for football must be in the Commissioner's office or postmarked by December 1 of the year involved. A member institution shall not make public announcement of any verbal commitment prior to the actual signing.

B. Number of Scholarships
The total number of grants-in-aid or scholarships in football awarded to eligible (new) athletes and in force at any one time shall conform to existing NCAA limitations in football and basketball.

* * * * *

10. AWARDS

Conference office will furnish championship trophy to team with the winning percentage. In case of ties, duplicate awards will be made.

11. ELIGIBILITY FORMS **(See "Eligibility" – pages 20-21.)**

12. OFFICIALS **(See "Officiating" – pages 25-26.)**

13. RULES AND REGULATIONS

Governed by NCAA rules and regulations.

GOLF

1. AWARD OF SCHOLARSHIP

A. The date and time of signing a prospective student-athlete in gold shall coincide with that of the National Inter Conference Letter of Intent. A member institution shall not make public announcement of any verbal commitment prior to the actual signing.

B. Maximum Awards—Three initial financial aid awards to no more than six student-athletes. Eight overall financial aid awards to no more than 16 student-athletes.

C. A scholarship may be signed for a maximum of one academic year.

* * * * *

STIP. EXHIBIT 5

SOUTHWESTERN ATHLETIC CONFERENCE, WILEY COLLEGE AND TENNESSEE A & I STATE UNIVERSITY LETTER OF INTENT REGULATIONS AND PROCEDURES

Alcorn A. and M. College
Lorman, Mississippi

Arkansas A. M. & N. College
Pine Bluff, Arkansas

Grambling College
Grambling, Louisiana

Jackson State College
Jackson, Mississippi

Mississippi Valley State College
Itta Bena, Mississippi

Prarie View A. and M. College
Prarie View, Texas

Southern University
Baton Rouge, Louisiana

Tennessee A. and I. State University
Nashville, Tennessee

Texas Southern University
Houston, Texas

Wiley College
Marshall, Texas

1. By the signing of this Letter of Intent, the student-athlete certifies that he has not signed another Letter of Intent with any of the above named institutions.
2. After signing the Letter of Intent with one institution, should a student-athlete elect to enroll at another of the institutions listed above, the institution in which he enrolls may not be represented in athletic competition by that student-athlete until he has been two years in residence, and in no case for more than two years of varsity competition in any other sport. This restriction shall not apply to a student-athlete after one academic year of residence at the institution with which he signed a Letter of Intent.
3. This letter will be rendered null and void if I am notified by the institution listed on the reverse side that I have not met the requirements for admission to that institution or its academic requirements for financial aid to athletes.

4. The Letter of Intent must be signed by the Athletic Director before submission to the prospective student-athlete and his parents for their signatures.
5. This form must be completed in triplicate, one copy to be retained by the prospective student-athlete and two copies returned immediately to the institution. It will be the responsibility of the institution to see that one copy is sent promptly to the Commissioner of the Southwestern Athletic Conference.
6. THIS LETTER OF INTENT IS NOT TO BE SIGNED BY STUDENT-ATHLETE AND PARENT PRIOR TO 8:00 A.M. LOCAL TIME ON:

Football ..... December 1st

Basketball ..... March 1st

Baseball, Tennis, Track and Field, Golf and Swimming ..... (Inter-Conference Letter of Intent Will Be Used)

SOUTHWESTERN ATHLETIC CONFERENCE

Wiley College Tennessee A. & I. State University

LETTER OF INTENT

Instructions

1. Do not sign before 8:00 A.M. (local time) on dates as indicated on the reverse side.
2. Read reverse side before completing and signing this form.
3. To be completed in triplicate – one copy to be retained by the student and the two copies to be returned to the institution.
4. THIS IS NOT AN AWARD OF FINANCIAL AID. If the enrollment decision in this letter is made with the understanding by the student that he is to receive financial assistance, he should have in his possession, before completing this Letter of Intent, a written statement from the institution involved which lists the terms and conditions, including the amount and duration, of such financial assistance.

TO WHOM IT MAY CONCERN:

This is to certify my decision to enroll at .....

..... in the fall of .....
Name of Institution Year

for participation in .....
Sport

In making this certification I understand that:

1. All institutions listed on the reverse side are obligated to respect my decision.
2. I may not hereafter sign a Letter of Intent with any other institution listed on the reverse side and if my parent or guardian fails to sign this letter I am free to enroll in any school of my choice where I am admissible.
3. My athletic eligibility will be limited in accordance with the regulations outlined on the reverse side of this letter.

Signed ....
Student Date Time

Signed ....
Parent or Guardian Date Time

Address ....
Street and Number City State

....
Name of High School City State

Signed ....
Athletic Director Date

.....
Institution

STIP. EXHIBIT 6

RESOLUTION REGARDING PROPOSED CHANGE IN THE BOARD OF TRUSTEES OF INSTITUTIONS OF HIGHER LEARNING REGULATIONS FOR RECRUITMENT OF ATHLETES

WHEREAS, Alcorn State University, Jackson State University, and Mississippi Valley State University are historically black institutions in the State of Mississippi and, as such, have suffered all of the discrimination, deprivation, derogation, and stigmatism resulting from the previous conditions of racial isolation;

AND WHEREAS, Mississippi State University and The University of Mississippi are historically white institutions and, as such, have long enjoyed the advantages of political ascendency and social acceptance, and the concomitant state, federal, and private support in significantly greater degrees than the historically black institutions;

AND WHEREAS, Alcorn State University, Jackson State University, and Mississippi Valley State University are members of the Southwestern Athletic Conference, a historically black association, and Mississippi State University and The University of Mississippi are members of the Southeastern Conference, a historically white association;

AND WHEREAS, the members of the Southwestern Athletic Conference and Southeastern Conference have never regularly scheduled and have no present schedule for intercollegiate competition;

AND WHEREAS, there is proposed a resolution which would permit Mississippi State University and The University of Mississippi to recruit athletic signees of Alcorn State University, Jackson State University, and Mississippi Valley State University after the latter institutions have spent travel funds and time to scout and sign the athletes;

AND WHEREAS, such a resolution would be contrary to a long-standing policy of the Board of Trustees of Institutions of Higher Learning requiring the honoring of athletic signees among state institutions of higher learning;

AND WHEREAS, the proposed resolution puts the prospective athlete in position of violating a contractual obligation which is contrary to high standards of ethics which we advocate as institutions of higher learning;

AND WHEREAS, since Mississippi State University and The University of Mississippi, because of their prestige, influential alumni, superior resources, and more comprehensive academic programs, have a virtual monopoly in the recruitment of premium white athletes in Mississippi and have been successful in recruiting Mississippi black athletes; thus, the effect of this proposed regulation would be to give these institutions an even greater recruitment monopoly by being able to take the black athletes from Alcorn State University, Jackson State University, and Mississippi Valley State University;

AND WHEREAS, Alcorn State University, Jackson State University, and Mississippi Valley State University have only been able to recruit black athletes and have not been successful in recruiting white athletes in Mississippi or anywhere else;

AND WHEREAS, there has been a growing atmosphere of cooperation between the historically black and historically white institutions and this new regulation could cause a retrogression to racial polarization between the two groups of institutions;

AND WHEREAS, Alcorn State University, Jackson State University, and Mississippi Valley State University, struggling to overcome the debilitating conditions brought on by racial isolation and deprivation, have been able to attain a measure of enhancement of their state and national image through their intercollegiate sports program;

AND WHEREAS, the proposed regulation violates the provisions and spirit of the United States Department of Health, Education and Welfare Compliance Plan; to wit: "Beginning with the recruiting efforts in the year 1974-75, instruct the historically black institutions to begin their recruiting efforts sixty (60) days prior to the time that the traditionally white institutions begin their recruiting efforts;"

AND WHEREAS, the State of Louisiana, Alabama, Tennessee, Georgia, Florida, and Mississippi all have historically white Southeastern Conference schools and historically black schools whose athletic signing dates correspond to those of the Mississippi historically white Southeastern schools and historically black Southwestern Athletic Conference schools, respectively;

AND WHEREAS, if the proposed resolution were adopted, the Mississippi historically white Southeastern Conference schools would enjoy an advantage in recruiting black athletes not enjoyed by the other Southeastern Conference schools;

AND WHEREAS, if the proposed resolution were adopted, the Mississippi Southwestern Athletic Conference schools would suffer a disadvantage not suffered by other Southwestern Athletic Conference schools or other historically black schools in Southeastern Conference states;

AND WHEREAS, it is the strong feeling of the president, athletic directors, and head coaches of Alcorn State University, Jackson State University, and Mississippi Valley State University that the adoption of the proposed regulation would seriously undermine the efforts of their respective institutions, not only to field viable sports teams, but also would sabotage their efforts to move out of isolation into the mainstream of higher education;

THEREFORE, BE IT HEREBY RESOLVED that the Board of Trustees of Institutions of Higher Learning is respectively requested by the presidents of Alcorn State University, Jackson State University, and Mississippi Valley State University to reject the proposed regulation, and to reaffirm the existing regulation requiring the mutual honoring of the signing dates and athletic signees by the institutions under the Board of Trustees of Institutions of Higher Learning.

WALTER WASHINGTON	9/10/75
Walter Washington, President Alcorn State University	Date
JOHN A. PEOPLES, JR.	9/10/75
John A. Peoples, Jr., President Jackson State University	Date
ERNEST A. BOYKINS	9/10/75
Ernest A. Boykins, President Mississippi Valley State University	Date

ORDER – MOTION FOR TEMPORARY RESTRAINING ORDER DENIED

IN THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF MISSISSIPPI GREENVILLE DIVISION

No. GC 75-9-K

JAKE AYERS, SR, ET AL., PLAINTIFFS

AND

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM WALLER, GOVERNOR, ET AL., DEFENDANTS

ORDER

This cause having been submitted upon the application of plaintiffs for a temporary restraining order or in the alternative for preliminary injunction, and after notice all parties appeared in court personally and by their attorneys and announced their readiness for trial. Thereupon, the court heard evidence directed to the issues raised by the motion, and after arguments of counsel concluded that plaintiffs have failed to establish the prerequisite elements for the granting of injunctive relief either as a temporary restraining order or preliminary injunction, and have failed to demonstrate that they will suffer irreparable injury unless such injunctive relief is issued. Accordingly, it is

ORDERED

That the plaintiffs' application for temporary restraining order or in the alternative for preliminary injunction to

restrain the implementation of the athletic recruiting resolution adopted by the Board of Trustees is denied.

This, 14th day of November, 1975

/s/ WILLIAM C. KEADY
Chief Judge
United States District Court

ATTACHMENT – AYERS' EMERGENCY MOTION FOR TEMPORARY RESTRAINING ORDER

RESTRUCTURING HIGHER EDUCATION

CHOICES AND ANALYSIS FOR MISSISSIPPI

Report to the Mississippi Legislature and Board of Trustees of State Insitutions of Higher Learning

JANUARY 1985

1. RESTRUCTURING HIGHER EDUCATION IN MISSISSIPPI

Traditional Reasons to Alter the Structure of a University System

Historically, the closing of a public college or university is rather rare. There are some instances of consolidation, but generally they have been due to growth rather than contraction in the size of the system. The typical reasons for closure or consolidation are fourfold:

1. Enrollment has declined resulting in unreasonably high instructional costs, loss of a critical mass of students sufficient to sustain a full curriculum, or a weakening of quality due to student and faculty attrition or declining support services.

2. A physical plant (campus) is so inadequate (usually due to age) that it is more cost beneficial to close the college than to maintain it.

3. A fiscal crisis in the higher education system due to appropriations insufficient to support the cost of continued expansion of the system, or in some cases even to maintain it at existing levels. Policymakers may believe that the system has become too costly to sustain, and downsizing it is thought to be the best approach to cost containment.

4. One or more institutions have changed their role or mission to such an extent that they appear to be serving the same constituencies and are an unnecessary duplication of service.

The typical response to any of these conditions has been one or more of the following: (1) alter the governance of the affected institutions to bring about a reversal of the demising conditions; (2) merge weaker institutions with stronger ones; (3) redefine missions to "rationalize" the system more; or (4), when circumstances are really drastic, eliminate one or more institutions.

Why the Interest in Restructuring the University System in Mississippi?

The threshold question for this study was to know why there was so much interest in consolidating or closing any of the State's public universities. We interviewed many people inside and outside of higher education to learn why it was thought necessary to restructure the university system in Mississippi. We found no strong, compelling support among those we interviewed for the closure of any university, although we did find a substantial number of people raising questions about the future viability of two institutions in particular—The Mississippi University for Women and Mississippi Valley State University. Although they questioned the future of MUW and MVSU, they were unsure whether closure or consolidation was feasible or desirable. Of course, many of those we interviewed thought that closure or consolidation was both unnecessary and unwise. In any event, they thought the question deserved an answer.

We found that those who seriously advocate consideration of the consolidation or elimination of one or more institutions believe that such an action would produce significant savings and, therefore, would substantially reduce the cost of the university system overall. Often we heard the statement that the State has more universities than it can equitably support. They feel that the State can

ill-afford to continue to spend more and more money on higher education when there are other equally important educational needs, especially in grades K through 12. They particularly believe it is unnecessary and inefficient to have two state supported universities in close proximity to each other as is the case with MUW and MSU, and Delta State and Valley State, each within a few miles of each other. Presumably, one of the two institutions could be closed, or at least the two could be consolidated into a single university. State appropriations for higher education have steadily risen over the years to a point where at least some people have serious doubts that the State can continue to financially support the system as it now exists. Should the university system be scaled down to a more manageable size? They particularly believe it is unnecessary and inefficient to have two state supported universities in close proximity to each other as is the case with MUW and MSU, and Delta State and Valley State, each within a few miles of each other. Presumably, one of the two institutions could be closed, or least the two could be consolidated into a single university. State appropriations for higher education have steadily risen over the years to a point where at least some people have serious doubts that the State can continue to financially support the system as it now exists. Should the university system be scaled down to a more manageable size?

Second, many of those we interviewed recognize that the Board of Trustees has done much in recent years to reduce unnecessary duplication of programs and to eliminate programs that were not in demand or were of poor quality. They generally applauded the Board for taking these measures, believing they were long overdue. However, they thought much more could be done to encourage the institutions to be more cost conscious. Rightly or wrongly, the perception prevails that the Board really

does not do enough to encourage careful financial management. People point to recent deficit spending at Jackson State and Valley State as examples of this. They also point to significant differences in operational and instructional costs among the various universities, and wonder how such differences can be justified. They also believe the Board should exercise more authority in setting priorities through the budget process. At issue here is a difference in philosophy of the governance role of the Board. These people want more central control over the universities, particularly in the area of cost control and financial management, while the Board has historically followed a policy that gives maximum autonomy to the universities. To some extent, we believe the call for closure or consolidation really is a call for the Board to take whatever action is necessary, however drastic it may be, to keep the cost of higher education within the financial means of the State.

In Mississippi, as with all other Southern States, the system of higher education was developed during an era of racial segregation. The State deliverately created extra institutions in order to maintain a dual system of higher education. In addition, the State created a single sex college for white women within 25 miles of the then all male land grant college. Now, under different circumstances, the geographic distribution of these institutions seems to make little sense. In the abstract, there is no rule of thumb that says how many universities a State should maintain. In fact, the actual number of universities may not be the important issue. The real question is whether the current location and mission of individual institutions makes sense for the future of higher education in Mississippi.

Our primary task was to determine the feasibility of achieving a more cost effective university system through any combination of closure or consolidation of institutions, and to identify the costs and benefits that might be

achieved through such action. We also were asked to examine the current governance structure, and to suggest any changes that might be made that would improve management of the university system.

* * * * *

ALTERNATIVES TO CLOSURE OR CONSOLIDATION OF VALLEY STATE UNIVERSITY

The plight of Valley State University is reflective of the dilemma that surrounds all black institutions of higher education in this nation.

* * * * *

Each institution poses certain dilemmas as the result of its unique history—the purposes of its creation and its evolution. The central dilemma of this time is the future of the historically black institutions. It is of fundamental importance to the current issue of consolidation and closure, because the black institutions bring into focus the problems of implementing Mississippi's primary higher education objectives—achieving both high academic standards and broad accessibility.

As in many states, Mississippi's struggle to develop a State supported system of colleges and universities was not an easy one. While two of the State's higher education institutions were in operation before the Civil War, it was really the land grant movement spurred by Reconstruction which began the development of the system the State has today. Like other institutions, Mississippi's higher education system was sharply separated on racial lines. In its developing stages, the system also endorsed the separation and unequal education of women and men.

* * * * *

Mississippi's eight State supported colleges and universities were established over a period of 116 years—from 1830 to 1946. Five of the eight were originally developed as normal schools or teacher training institutions. Three—Alcorn, University of Mississippi, and Mississippi State—were land grant institutions, although the land grant approach eventually failed at the University of Mississippi. Alcorn is the oldest land grant school for blacks in the nation. Three of the facilities were developed by and for blacks, and one—Mississippi University for Women—was developed as the first state-supported institution of higher learning for women in the nation.

* * * * *

MISSISSIPPI VALLEY STATE UNIVERSITY: The last State supported institution of higher learning to be created by the Legislature of Mississippi was the Mississippi Vocational College. Established in 1946, its mission was to train teachers for rural and elementary schools and to provide vocational training for black students. The legislation specifically stated that Valley was "to establish and conduct schools, classes or courses, for preparing, equipping and training citizens of the State of Mississippi for employment in gainful occupations, in trade, industrial and distributive pursuits whether such students are qualified by educational requirements or not." (Emphasis added.) The college opened its doors four years later. Several years after its opening, about the time of Brown v. Board of Education, the college was greatly expanded. The expansion was predicated on the State's desire to prove that separate education for blacks could be equal education. In 1964, the name of the college was changed to Mississippi Valley State College and in 1974 it became Mississippi Valley State University. The school has retained its technical training and education missions but

includes the colleges of arts and sciences, and business as well. Its major emphasis is on pre-professional and technical training, teacher education and business.

"The Valley" as a Symbol

Valley State is the symbol for most people when consolidation or closure is discussed. It is the youngest institution of higher learning and the least well developed. It was created to train displaced black farm workers immediately after World War II as the Delta mechanized. Its mission was later altered to train black teachers for a segregated school system, and it was arbitrarily designated as a university in the wholesale university designations of 1974. After a controversial search for a site, it was placed in a remote location on poorly drained land. The campus symbolizes hasty college site planning of its time and the buildings are representative of economy space architecture.

To antagonists, Valley represents a liability to the achievement of quality in the higher education system. To partisans, Valley represents access to higher education for many who would otherwise be denied, thus opening the door for full participation in the American economy and society to those who might not otherwise have such an opportunity. As the consolidation and closure debts focuses on Valley, the dilemma of high academic standards vs. accessibility becomes real for blacks in Mississippi.

* * * * *

The most often heard characterization of Valley is that "it is sensitive to the special needs of its students, something which other schools would not provide." "It takes kids where they are." "The faculty serves as role models for the individuals." Black students from the Delta "feel comfortable in this special environment." The meaning was clear and easily stated that most Valley students are

the product of poor schools and an isolated environment, and that Valley serves a critically important transition role for the individual into the mainstream of the world of work. The implication is equally clear that if Valley were closed, there would be no alternative institution for most of its students, and signficant numbers of students would be closed out from higher education opportunity. Several cynics stated that "if you don't spend it at Valley, you will spend it at Parchman."

* * * * *

Recognition of Special Needs of Most Black Students

Upon action of the Executive Committee of the Southern Regional Education Board of Atlanta, Georgia, Governor Bob Graham of Florida, then Chairman of the Board, appointed a 17-member Task Force on Higher Education and the schools in January, 1981. The charge to the Task Force was to consider the linkage between our schools and colleges/universities, and in particular, to select those priority issues and problems on which states, schools and colleges must act jointly in order to strengthen education at all levels. In the booklet published by the Task Force entitled *The Need for Quality* (Southern Regional Education Board, Atlanta, Georgia, June 1981, 1983), it was concluded:

> The commitment to quality for the 1980's must address the special needs of black students, many of whom have major deficiencies in academic skills. For example, at the college level, a response does not lie simply in denying admission to under-prepared blacks, although higher admission standards may be in order over the long term. A permanent solution must involve curriculum reform at the secondary and college levels, with intensification of communication

> and qualitative course work. To a considerable degree, the success of such reform depends on an adequate supply of highly qualified black teachers. Incentives are needed to attract high achievers among the black students in teacher education program. (p. 3.)

Mississippi, like other states, must recognize that black students of college age are the products of historical, sociological and economic conditions which have coalesced over the years to produce an exceedingly large number of low achievers. Until a well-conceived public policy can be implemented which will provide effective curriculum reform, adequate fiscal and physical resources, and a measurable quality of educational delivery which will provide for both blacks and whites sound elementary and high school preparation, and the desire excellence in education should not be predicated on a "test score only" foundation. Any realistic approach to quality in education for blacks must be viewed in light of appropriate and effective linkages among public schools, community colleges, and the University System.

* * * * *

If Valley is not closed or consolidated with another institution, the Board and Legislature, working closely with the administration at Valley, clearly must develop an institutional development program for Valley. We offer the following opinions as to what that program ought to contain.

Admission Standards: A plan for raising admission standards should be implemented as quickly as possible. We propose that, effective with the Fall enrollment of 1985, the Board make an ACT score of 13 a requirement for regular academic standing upon admission, and raise the requirement by one point at least every two years until the standard of the predominantly white institutions is

reached. At the low end of the scale, students with less than a 10 ACT score should not be admitted under any condition. As the requirement for regular admission moves up one point, the lower end cutoff score also would be raised by one point. In order to keep access as open as reasonably possible, students with ACT scores of 10 through 12 could be admitted on a conditional basis. The range for conditional admission would be kept at three points below the regular admission requirement, and thus would advance as the base score advances. The immediate impact of this move would be to place about sixty percent of the entering freshman class in a status of conditional admission. In 1984, Valley admitted 34 first-time entering freshmen with an ACT score of nine, or only eight percent of the entering freshmen class, so denying admission to applicants with an ACT score of nine should not significantly affect total enrollment. On the other hand, these changes in admission policy would signal a serious intention to improve the academic quality of the institution.

Special Requirements for Conditional Admission: The number and type of courses that a conditional student can take ought to be restricted. Also, conditional students ought to be required to enroll in developmental studies courses to strengthen their reading, writing and mathematics skills. A student ought to remain in a conditional status until he or she can achieve an ACT score of 15 or its equivalent on another nationally normed standardized test of basic academic skills, but in no case should a student be permitted to earn more than 30 academic credit hours while on conditional admission. In other words, the conditional student can be given an opportunity to challenge the college curriculum, but ought to be expected to fully qualify for regular standing the same as any other student within the first academic year of enrollment in order to remain a student in the university.

An alternative would be to permit open admission to any student with at least an ACT score of 10, but impose an "exit" requirement before the student can advance to the upper division. Those who cannot pass such an exit test would be granted an Associate Degree if a grade point average of 2.0 on a 4.0 scale had been earned in the first two academic years. The exit or progress requirements might look like this:

1. A communicative skills comprehensive examination which all students must take and pass by the end of the sophomore year.

2. A stipulated number of competencies in mathematics in which a student must demonstrate knowledge prior to moving on to the junior level.

3. A requirement that each department prepare a general comprehensive examination which students must complete prior to graduation.

4. A College Level Academic Skills Test (CLAST) similar to the one now in use in Florida. This test requires each student to demonstrate proficiency in English, Reading, Writing and Mathematics. It is required of all university students in the State University System. A student must pass three parts before being permitted to register in upper level courses.

Special Programs for Conditional Students: Given the problems black students have with the ACT admission standards, the state should continue to provide funds to Valley (and the other institutions) for the support of programs specially designed to enhance the skills required for success in college. The state already is supporting programs of this type, but the effort will have to be continued until changes in the elementary and secondary school system have begun to impact on the quality of preparation for entrance into college.

Special Programs of Excellence: There is no way to turn an entire institution around all at once, so it will be important to highly develop one program at a time according to a plan. We would urge the Board to approve, and the Legislature to support with appropriate funding, special programs at Valley which have the potential of attracting a significant number of students of all races with excellent academic backgrounds. Faculty with the best credentials possible, regardless of race, must be secured. Competitive salaries will have to be paid, and funds sufficient to do this must be made available. If the program is accreditable, it should be supported to whatever extent required to secure accreditation almost from the start. In order to assure public confidence in the development of these programs, it would be advisable that they be developed with close assistance from the Board staff and guidance from the faculties at the other seven institutions. While such a suggestion might appear on its face to be an affront to the leadership at Valley, the reality is that we found that many policymakers are skeptical that Valley can successfully overcome its current problems without substantial assistance from others outside the institution. Widespread support for the enrichment of programs at Valley may very well depend upon Valley accepting such outside help.

Guarantee of Financial Support During the Transition: The possibility exists for some short term attrition of students and faculty as weak programs are quickly terminated so that the resources currently allocated to them can be redirected toward new or other programs targeted for upgrading. Some faculty may have to be dismissed in order to secure people with more appropriate credentials. Amidst all of this change, the institution should not have to be concerned with diminishing financial support because of any downward changes in enrollment that might occur as a result. In time, the new programs will attract

more students with greater academic potential, but the political leadership must be prepared for things to get worse before they get better in this regard. We are not suggesting that this policy be continued indefinitely, but rather over a period of five to seven years. At that time, it would be appropriate to reevaluate the state's investment in Valley and determine its future then.

In conclusion, the Consultants strongly feel that some decisive action should be taken on Valley this year. The continuation of a debate about its future can only impair its effectiveness in the higher education system and doom it to greater mediocrity or failure. The Board and the Legislature are urged to resolve their concerns about restructuring the system as quickly as possible so that the leadership in higher education can get on with the important business of providing high quality education for the people of Mississippi. The dilemma over higher standards versus broad access to higher education will no doubt remain no matter what is done.

> "Mississippi owes its population remedial education. The state has that obligation to its citizens."—A Former College President
>
> "You can't forever justify remediation. College is an intellectual exercise."—Another Former College President

And that is the dilemma.

UNITED STATES' EXHIBIT 1

STATE OF MISSISSIPPI MODIFICATIONS TO THE PLAN OF COMPLIANCE TO TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

May 28, 1974

APPROVED BY THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

The Board of Trustees of State Institutions of Higher Learning was made a constitutional board in its present form in 1944. The Board consists of 13 members, qualified electors appointed by the Governor by and with the advice and consent of the Mississippi Senate. Ten members must be residents of the respective districts from which they are appointed; two are appointed from the State-at-Large; and one must be a resident of De Soto County and known as the trustee for the La Bauve fund. Each member is appointed to a term of 12 years, in groups of four every four years, with the exception of the La Bauve Trustee; he is appointed for a four-year term. The Board of Trustees of State Institutions of Higher Learning is responsible for the governance of three universities, one of which maintains a professional school on a separate campus; five colleges, the Gulf Coast Research Laboratory, and the Mississippi Research and Development Center. The Board is now composed of 12 men and one woman. In 1972, Governor William L. Waller appointed the first Negro to the Board of Trustees in its history.

Members of the Board

Members with terms expiring May 7, 1984:

Mr. Bobby L. Chain, Hattiesburg, Sixth Congressional District

Robert W. Harrison, D.D.S., Yazoo City, Central Supreme Court District

Mr. Travis E. Parker, Drew, State-at-Large

Mrs. Miriam Q. Simmons, Columbia, Southern Supreme Court District

Members with terms expiring May 7, 1980:

Dr. R. C. Cook, Hattiesburg, State-at-Large

Verner S. Holmes, M.D., McComb, Seventh Congressional District

Mr. A. Boswell Stevens, Macon, First Congressional District

Mr. W. M. Shoemaker, Meridian, Fifth Congressional District

Members with terms expiring May 7, 1976:

Mr. Milton E. Brister, Kilmichael, Fourth Congressional District

Mr. Ross L. Franks, Hernando, La Bauve Trustee (De Soto County)

Mr. M. Paul Haynes, Baldwyn, Northern Supreme Court District

Mr. Mike P. Sturdivant, Glendora, Second Congressional District

Mr. Thomas N. Turner, Sr., Belzoni, Third Congressional District

Officers of the Board:

Mr. Milton E. Brister, President

Mr. W. M. Shoemaker, Vice President

SUMMARY OF DEGREE PROGRAMS AT INSTITUTIONS OF HIGHER LEARNING IN MISSISSIPPI

Alcorn State University

28 Baccalaureate Degree Programs

Delta State University

34 Baccalaureate Degree Programs
13 Master's Degree Programs
4 Specialist Programs

Jackson State University

32 Baccalaureate Degree Programs
22 Master's Degree Programs
6 Specialist Programs

Mississippi University for Women

37 Baccalaureate Degree Programs
14 Master's Degree Programs
1 Specialist Program

Mississippi Valley State University

26 Baccalaurate Degree Programs

Mississippi State University

94 Baccalaureate Degree Programs
68 Master's Degree Programs
38 Doctoral Degree Programs
18 Specialist Programs

University of Mississippi

62 Baccalaureate Degree Programs
45 Master's Degree Programs
28 Doctoral Degree Programs
7 Specialist Programs
1 Professional Program

University of Mississippi Medical Center

4 Baccalaureate Degree Programs – Health Related Professions
9 Master's Degree Programs – Medicine
9 Doctoral Programs – Medicine
3 Professional Programs – Medicine, Dentistry, Nursing

University of Southern Mississippi

106 Baccalaureate Degree Programs
73 Master's Degree Programs
37 Doctoral Programs
27 Specialist Programs

ROLE AND SCOPE OF INSTITUTIONS OF HIGHER LEARNING IN MISSISSIPPI

The following is the role and scope of Mississippi's nine degree-granting institutions:

Alcorn State University, Lorman

The Board of Trustees approved Alcorn State University to provide educational opportunities through the baccalaureate level to the citizens of Mississippi, as well as those citizens in the geographic proximity of the institution. In addition to the baccalaureate offerings, the Board has authorized the University to provide in the future academic offerings through the Master's level in the field of education. As a land-grant university, Alcorn has programs leading to the Bachelor of Science degree in Agriculture and is expected to engage in the appropriate research projects and community services in these fields. Alcorn participates with the University of Southern Mississippi in providing teachers at the UMS—Natchez Center.

The University is organized on divisional lines and offers degree programs in the following areas:

Division of Arts and Sciences (4 Departments)
Baccalaureate Degree Programs offered in 10 fields
Division of Education (3 Departments)
Baccalaureate Degree Programs offered in 8 fields
Division of Vocational Education (3 Departments)
Baccalaureate Degree Programs offered in 10 fields

Delta State University, Cleveland

Delta State University is authorized by the Board of Trustees to grant degrees through the Master's and

Educational Specialist levels, and provides educational opportunities to Mississippi citizens, and especially those living in the geographic proximity of the University.

Delta State University is organized into three schools:

School of Arts and Sciences (7 Departments—1 Division)
- Baccalaureate Degree Programs offered in 20 fields
- Master's Degree Programs offered in 4 fields

School of Business (3 Departments)
- Baccalaureate Degree Programs offered in 8 fields
- Master's Degree Program offered in 1 field

School of Education (5 Departments—1 Division)
- Baccalaureate Degree Programs offered in 6 fields
- Master's Degree Programs offered in 8 fields
- Educational Specialist Degree offered in 4 fields

Jackson State University, Jackson

Located in Mississippi's capital city, Jackson State University has recently seen an increase in students and, in turn, an increase in programs. Due to this, during the past year one of the existing schools which Jackson State is organized into for instructional purposes, was divided to form to separate schools, bringing to four the number of academic divisions on campus.

School of Liberal Studies (14 Departments)
- Baccalaureate Degree Programs offered in 22 fields
- Master's Degree Programs offered in 13 fields

School of Business and Economics (4 Departments)
- Baccalaureate Degree Programs offered in 4 fields
- Master's Degree Programs offered in 2 fields

School of Education (9 Departments)
- Baccalaureate Degree Programs offered in 6 fields
- Master's Degree Programs offered in 7 fields
- Educational Specialist Degree offered in 6 fields

School of Industrial and Technical Studies (2 Departments)
- Baccalaureate Degree Programs offered in 2 fields
- Master's Degree Programs offered in 1 field

Recently, a Center for Urban Studies has been established at Jackson State University which will offer degrees through an interdisciplinary program.

Mississippi University for Women, Columbus

Mississippi University for Women is unique in being the first state-supported institution for women established in the nation and today remains as one of the few institutions for women in the nation. Providing educational opportunities to the female citizens throughout the State, M. U. W. is divided for instructional purposes into 19 departments and 1 school.

Nineteen Academic Departments
- Baccalaureate Degree Programs offered in 36 fields
- Master's Degree Programs offered in 14 fields
- Educational Specialist Degree offered in 9 fields

School of Nursing
- Baccalaureate Degree Program offered in 1 field
- Associate Arts Degree Program offered in 1 field

Mississippi Valley State University, Itta Bena

The youngest of the state-supported institutions, Mississippi Valley State University is divided for instructional organization into 4 divisions:

Division of Arts and Sciences (7 Departments)
Baccalaureate Degree Programs offered in 20 fields
Division of Business (2 Departments)
Baccalaureate Degree Programs offered in 2 fields
Division of Education (2 Departments)
Baccalaureate Degree Programs offered in 2 fields
Division of Technical Education (2 Departments)
Baccalaureate Degree Programs offered in 2 fields
Associate Arts Degree Program offered in 1 field

In addition to the baccalaureate offerings, the Board has authorized this institution to provide, in the future, academic offerings through the Master's level in elementary education.

Mississippi State University, Mississippi State

Encompassing the full expectations of a traditional land-grant university, Mississippi State University offers extensive degree programs and research facilities leading to the Doctoral degree.

Besides the academic offerings on campus, Mississippi State offers services which are available to all of the citizens of Mississippi. The Cooperative Extension Service, a program which has agents in all 82 of the state's counties, and the Agricultural and Forestry Experiment Station are two agencies which are far-reaching to Mississippi's agricultural and academic population alike.

Besides these two programs, Mississippi State is responsible for extensive organized research in the fields of agriculture, forestry, engineering and business and in

other academic areas. Mississippi State administers degree-completing centers at the Universities Center in Jackson and in Meridian, as well as an engineering degree program in Vicksburg.

The University is divided for academic organization into five colleges and one school.

College of Agriculture (16 Departments)
- Baccalaureate Degree Programs offered in 21 fields
- Master's Degree Programs offered in 17 fields
- Doctoral Degree Programs offered in 15 fields
- Specialist and other degrees offered in 10 fields

College of Arts and Sciences (18 Departments)
- Baccalaureate Degree Programs offered in 34 fields
- Master's Degree Programs offered in 18 fields
- Doctoral Level Degree Programs offered in 7 fields

College of Business and Industry (5 Departments)
- Baccalaureate Degree Programs offered in 10 fields
- Master's Degree Programs offered in 7 fields
- Doctoral Degree Program offered in 7 fields

College of Education (12 Departments)
- Baccalaureate Degree Programs offered in 12 fields
- Master's Degree Programs offered in 12 fields
- Doctoral Degree Programs offered in 5 fields
- Specialist and Certificate Programs in 8 fields

College of Engineering (12 Departments)
- Baccalaureate Degree Programs offered in 13 fields
- Master's Degree Programs offered in 11 fields
- Doctoral Degree Programs offered in 4 fields

School of Architecture and Environmental Design
(To begin operations in 1974)
School of Forest Resources (3 Departments)
Baccalaureate Degree Programs offered in 4 fields
Master's Degree Programs offered in 3 fields

University of Mississippi, University

The oldest of the state-supported institutions of higher learning, the University of Mississippi has long stood high in academic circles throughout the nation. The institution holds charter membership in academic organizations such as the Southern Association of Colleges and Schools and the National Association of State Universities.

On the main campus, the University is organized for instruction into one college and five schools, two of them, the School of Pharmacy and the School of Law being professional schools.

Besides the programs offered on the main campus, the University offers continuing education and extension courses at degree-completing centers in Jackson (Universities Center) and in Tupelo.

Extensive research work is done on the main campus in pharmaceutical sciences as well as in business, social sciences, government and other fields.

The following describes the scope of the degree programs offered:

College of Liberal Arts (22 Departments)
Baccalaureate Degree Programs offered in 31 fields
Master's Degree Programs offered in 20 fields
Doctoral Degree Programs offered in 12 fields
Educational Specialist Program offered in 1 field

School of Business Administration (5 Departments)
- Baccalaureate Degree Programs offered in 15 fields
- Master's Degree Programs offered in 5 fields
- Doctoral Degree Programs offered in 3 fields

School of Education (8 Departments)
- Baccalaureate Degree Programs offered in 10 fields
- Master's Degree Programs offered in 7 fields
- Doctoral Degree Programs offered in 6 fields
- Educational Specialist Degree Programs offered in 6 fields

School of Engineering (5 Departments)
- Baccalaureate Degree Programs offered in 5 fields
- Master's Degree Programs offered in 6 fields
- Doctoral Degree Programs offered in 2 fields

School of Law (Professional School)

School of Pharmacy
- Baccalaureate Degree Programs offered in Pharmacy
- Master's Degree Programs offered in 7 fields
- Doctoral Degree Programs offered in 5 fields

University of Mississippi Medical Center, Jackson

The University of Mississippi Medical Center unites the inter-related activities of education in the health sciences on one metropolitan campus and accepts responsibility for teaching, research, service and leadership in this field. Its programs embrace training for physicians, nurses and related members of the health team, graduate study in the basic medical sciences and the delivery of medical care in the teaching hospital and clinics.

The University of Mississippi Medical Center encompasses the following schools, two of them professional:

School of Dentistry (Professional)
(To begin operations in 1974)
School of Health Related Professions
Baccalaureate Degree Programs offered in 4 fields
School of Medicine (Professional)
Offers M. D. Programs as well as Master's and Ph. D. programs in 9 specialized fields
School of Nursing
Offers one Baccalaureate Degree Program and one Master's Level Program

University of Southern Mississippi, Hattiesburg

The University of Southern Mississippi offers to the citizens of the State, and more explicitly to the residents of South Mississippi, the advantages of educational opportunities on the main campus or at the two degree-completing centers administered by this institution, USM—Gulf Park and USM—Natchez.

Organized for academic instruction into three colleges, six schools and one division, the University of Southern Mississippi, the youngest of the state-supported universities, has been a dynamic institution regarding the growth of student body, faculty and course work.

Recently, this institution has initiated an extensive program of scientific and technological programs, as well as providing the proper research facilities for advanced degree work.

The College is organized for academic instruction into the following colleges and schools:

College of Education and Psychology (10 Departments)

- Baccalaureate Degree Programs offered in 21 fields
- Master's Degree Programs offered in 21 fields
- Doctoral Degree Programs offered in 19 fields
- Educational Specialist Degree Programs offered in 21 fields

College of Liberal Arts (10 Departments)

- Baccalaureate Degree Programs offered in 33 fields
- Master's Degree Programs offered in 22 fields
- Doctoral Degree Programs offered in 9 fields

College of Science and Technology (10 Departments)

- Baccalaureate Degree Programs offered in 19 fields
- Master's Degree Programs offered in 9 fields
- Doctoral Degree Programs offered in 6 fields
- Educational Specialist and other degrees offered in 6 fields

School of Business Administration (5 Departments)

- Baccalaureate Degree Programs offered in 10 fields
- Master's Degree Programs offered in 5 fields

School of Fine Arts (5 Departments)

- Baccalaureate Degree Programs offered in 10 fields
- Master's Degree Programs offered in 5 fields
- Doctoral Degree Programs offered in 2 fields

School of Health, Physical Education and Recreation (4 Departments)

- Baccalaureate Degree Programs offered in 5 fields
- Master's Degree Programs offered in 4 fields
- Doctoral Degree Program offered in 1 field

University of Southern Mississippi, Hattiesburg

School of Home Economics (4 Departments)
- Baccalaureate Degree Programs offered in 9 fields
- Master's Degree Programs offered in 7 fields

School of Nursing
- Baccalaureate Degree Program offered in 1 field

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I. General Scope of The Plan of Compliance

This Plan has as its basic objective the improvement of educational opportunities for all citizens of the State of Mississippi with particular emphasis on equal access and retention for members of minority races* to be enrolled and/or employed at all public colleges and universities in Mississippi. Listed below are more specific elements of the Plan:

1. The role and scope of each institution is described in the appropriate section of the Plan in a non-racial manner. As proposed by the Plan, students will continue to make freedom of choice selections of the institutions which they will attend based upon characteristics other than racial, such as, the uniqueness of the program of study, the superior quality of the program, the geographic location of the institution, the level of study and the relative costs of attending different institutions.
2. The Plan provides statewide procedures, as well as specific plans of action by the individual institutions. Public institutions of higher learning encompassed in the Plan are nine senior institutions governed by the Board of Trustees of State Institutions of Higher Learning. A description of this governing board is included in the appropriate section of the Plan.
3. Projections expressed in numerical ranges are made as to the anticipated impact on greater desegregation of all public senior colleges and uni-

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* "Minority race" as used in this Plan means racial identification either as the Caucasian race (white) or all other races. The "other race" as used in this Plan means the race historically not present in significant numbers on the campus in question.

versities in Mississippi. (See Table I) These projections are not goals or quotas but only reasonable expectations resulting from continued and intensified good-faith efforts on the part of authorities of public higher education in Mississippi. The Plan calls for monitoring processes which will identify those elements of the Plan that are not bringing about the anticipated results and will make the necessary adjustments which will assure compliance to Title VI of the Civil Rights Act of 1964.

4. Institutions which have been historically black are not to carry a greater burden than the traditionally white institutions in implementing the acceptable Plan of Compliance.
5. Individuals involved in the development of the statewide Compliance Plan are identified, as are all authorities responsible for implementation thereof.
6. Projected costs to implement the Plan and the necessary actions from the Mississippi Legislature are estimated and described.
7. The Plan provides for semiannual reporting as to the impact of the described actions to comply with Title VI.
8. Racial discrimination, as well as discrimination by sex, is prohibited as to nonacademic employment and contractual and institutional-related services provided to all public institutions of higher learning.

II. The Student Objective of the Plan of Compliance is to Enroll a Greater Number of Students of the "Other Race" at Each Public Institution of Higher Learning

Preserved in all prescribed actions of this Plan is the principle of freedom of choice for the student as to the institution he or she plans to attend. There shall be no assignment of students against their will to specific institutions for the purpose of racial balance in enrollment. Listed below are specific procedures contemplated by the Plan.

1. The Board of Trustees of State Institutions of Higher Learning directs each institution to continue to develop procedures for recruitment and admission which will address themselves specifically to the student of the "other race." All institutions will establish the following specific recruiting programs and procedures by October 15, 1974, if not already in practice.

   a. All high schools and junior colleges in the state or all of those in a certain region of the state where recruiting is done by specific institutions will be visited. Should a high school or a junior college not permit in a nondiscriminatory manner all public universities to visit their campus for recruiting purposes, then no public university is authorized to send recruiters to that high school or junior college.

   b. Each public university will formally communicate with counselors at all "other race" schools in their respective recruiting areas and invite them to visit the campuses for special programs relating to the educational oppor-

tunities for "other race" students at the various institutions.

c. During the recruiting visits to high schools and junior colleges each university will use audio-visual aides that show multi-race enrollment with active participation in academic as well as extra-curricula activities.

d. Each university will prepare news releases featuring minority students and faculty in academic and extra-curricula activities.

e. The projected impact on enrollment of minority students is identified in Table I of this Plan.

2. The Board of Trustees of State Institutions of Higher Learning shall coordinate student recruiting for the public universities as follows:

a. Beginning with recruiting efforts in the year 1974-75, instruct the historically black institutions to begin their recruiting efforts sixty (60) days prior to the time that the traditionally white institutions begin their recruiting efforts.

b. During the fall semester of 1974, prepare and disseminate publications to all schools and junior colleges describing each institution's educational opportunities with particular attention to areas of specialization and uniqueness.

c. During the fall semester of 1974, conduct orientation sessions for each insitution's chief recruitment officer.

d. During the fall semester of 1974, conduct orientation sessions for high school counsel-

ors and administrators emphasizing the academic offerings of each of the institutions of higher learning.

e. Instruct each institutional representative when visiting a high school or junior college to invite all students affected to the recruiting program.

f. Require the minority recruiter at each institution to be a part of the minority counseling team.

3. Each campus will establish, unless it has already done so, a multi-ethnic recruiting team which includes a minority recruiter.

4. It is understood by the governing authorities of public institutions of higher learning in Mississippi, that, while student recruitment is a necessary element in bringing about a higher degree of desegregation, attractive and well-developed academic programs will be the primary incentive for students selecting a college or university. Elsewhere in the Plan academic programs are treated.

5. Campus appearance of each institution will be closely scrutinized by the governing board; and where found unattractive, improvements will be made as funds are made available by the Legislature. This will help attract students and employees of the "other race." There is another section of the Plan dealing specifically with new construction for the various institutions of higher learning.

6. Beginning with the fall semester of 1974, each institution will establish a system of evaluation upon admission of minority students so that their capabilities can be assessed and deficiencies corrected.

The needed courses and professorial assistance are to be offered without extra charge. Efforts will be made to determine the causes for dropouts; and when needed, remedial programs in reading, English, writing, spelling, arithmetic, civics, economics, and library usage will be provided. However, it is fully understood that academic standards will not be lowered; rather, the less prepared students will receive special assistance that hopefully will enable them to reach the academic standards of the respective institutions. All reasonable steps will be taken by each institution to prevent a reduction in the percentage of black students graduating from the public universities in the state. Enrollment and graduation statistics will be maintained by race in order that appropriate monitoring can be done. The retention rates of black students at the various universities are expected to equal that of all students; however, in order that academic standards not be lowered, additional time may be necessary for graduation.

Counseling centers with minority leadership will be established during the 1974-75 academic year. Students needing tutorial instruction will have the opportunity to select minority graduate assistants for such tutorage. Developmental education programs are to be created to increase student competencies in basic subject areas, study skills, and interpersonal communications. These programs retain students within a competency level until they make an average passing grade.

7. The administration of each institution will make semi-annual reports to the Board of Trustees describing the nondiscriminatory practices of the various activities of the institutions. These reports will be reviewed by minority participants in each of seven (7) areas listed below:
   a. Student teaching and other practicum assignments
   b. Intramural and intercollegiate athletics
   c. Student financial assistance
   d. Student housing
   e. Student employment and student placement for employment after graduation
   f. Student health care
   g. All extra-curricula activities under the patronage of the institution.

   Any other potential areas of discrimination identified by minority students and faculty members will be added to the regular reporting process. All alleged discrimination made in writing by minority students and/or faculty members will receive complete investigation by the members of the Instruction, Administration, and Police Committee of the Board of Trustees; and the chairman of the committee will dispatch a review team to the institution where discrimination is implied.

III. The Faculty and Staff Objective of the Plan of Compliance is the Employment of a Greater Number of the "Other Race" by Each Institution.

Each institution is required to have an affirmative action plan pertaining to equal employment opportunities. The statewide Plan, as well as institution-level plans, gives particular emphasis to increasing the employment level of members of the "other race," especially at the managerial, professional, and technical positions.

Specifically, the Plan provides for the following action by all institutions:

1. Special efforts are required by the Board of Trustees of State Institutions of Higher Learning to employ, train, and promote qualified members of the "other race." Projections expressed in numerical ranges are made and timetables are indicated as to employing faculty of the "other race." (See Table II) The projections in regard to faculties of traditionally white institutions take into account the limited supply of qualified black faculty. Institutions of higher learning throughout the nation, as well as business and industry, are vigorously seeking well-trained and highly qualified black employees.
2. Insofar as it is practical to do so, vacancies in faculty and administrative positions at historically white institutions will be filled with qualified black personnel. Each institution has a projected employment schedule for minority faculty appointments on an annual basis until 1980. A commitment has been received from each institution to continue to employ and to intensify its good-faith effort to employ the numerical range of

"other race" personnel as indicated in Table II of this Plan.

The Board of Trustees of State Institutions of Higher Learning shall assist in faculty recruitment by maintaining, for institutional use, current information on persons who hold graduate degrees from Mississippi institutions and on persons who make application for faculty employment at the various institutions and who are not employed by these institutions. Each institution will forward to the Board Office all applications of persons not employed. After executing the applications on hand, each institution will make use of the centralized pool of available qualified faculty as it fills various positions with minority personnel. Each institution, without altering any legitimate criteria for employment, will make selections so as to increase the desegregation of the faculty at each institution.

3. Special efforts along with scholarship awards are to be made in recruiting qualified graduate students of the "other race" to be trained and employed as future teachers at institutions of higher learning in Mississippi.

During the academic year of 1974-75, the three universities with doctoral programs may award, if possible, twenty (20) graduate-assistant fellowships to qualified students of the "other race." These fellowships are to be used to train future terminal degree teachers. Each of the three universities which offer programs only through the master's and educational specialist degrees may award, if possible, ten (10) work-study fellowships to graduate students of the "other race." These

awards are to be made to students who are committed to continue educational programs in teacher preparation until they earn terminal or educational specialist degrees.

Each year a total of ninety (90) new minority students are anticipated to participate in this program; by 1980, the seven-year accumulation will provide a potential of 630 additional minority faculty. During the seven-year term of the Plan, a substantial amount in dollars will be invested in additional minority faculty prospects. The Board will make a special request to the 1975 Mississippi Legislative Session for $345,000 to underwrite this program during the 1974-75 school year.

4. Faculty exchange arrangements between institutions are scheduled and continue to be made to increase the exposure of the "other race" to faculties, students, and all other personnel of the various institutions until permanent solutions can be established.

   Each institution with doctoral programs will seek ten (10) minority faculty members from "other race" institutions to participate in instructional programs during 1974-75. The historically white institutions without doctoral programs, Delta State University and Mississippi University for Women, will seek five (5) minority faculty members of "other race" institutions to participate in instructional programs during 1974-75.

   Additional funds of $2,000 per faculty member will be made available for traveling and/or moving expenses for each of the aforementioned undertakings.

   The Board of Trustees will make a special request for $80,000 to the 1975 Mississippi Legisla-

tive Session to underwrite this program which will provide the historically white institutions with the service of forty (40) minority faculty members during the 1974-75 school year.

5. Cooperative programs between historically white and black institutions are required by the Plan for the initial years involving both faculty and students. Special resources of $225,000 will be requested from the 1975 Legislative Session to support the cooperative programs.

   Each institution is required to engage in at least one cooperative program during the 1974-75 school year with institutions that have been historically of the "other race." These cooperative programs must involve significant numbers of faculty members and/or students as is determined by the Instruction, Administration, and Policy Committee of the Board of Trustees. Additional funds up to $25,000 per institution will be made available from state appropriations requested for this purpose.

6. Sufficient financial resources have been provided by the Mississippi Legislature so that faculty salaries will be competitive enough to attract qualified faculty members in all fields which will have a positive effect upon greater faculty desegregation. A fourteen (14) percent increase in operating funds was appropriated by the Mississippi Legislature for the year 1974-75. Allocations to individual institutions are identified in Table III, which also shows the approved percentage increase in average salaries. The average salary for full professors at each institution is also shown in Table III.

7. Incumbent personnel of each institution will have opportunities to upgrade their employment credentials sufficiently to be promoted and to be offered new positions; special leaves of absence are to be made available to minority faculty members for this purpose. Additional funds will be requested from the Legislature to provide fourteen (14) sabbatical leaves at each of the two historically black institutions without graduate programs during the 1974-75 school year. These funds will make it possible for faculty members to study full time toward a terminal degree in their respective teaching fields. A stipend of $8,000 per sabbatical leave or a total of $224,000 will be requested from the 1975 Legislature.
8. The Plan calls for the establishment and funding of distinguished professorships as a means to attract white students to historically black schools and qualified black faculty to traditionally white schools. During the academic year of 1974-75, each institution with doctoral programs will attempt to obtain at least two professors of the "other race" as distinguished lecturers. Those institutions which do not offer doctoral programs will attempt to obtain at least one "other race" distinguished lecturer. Funds in the amount of $30,000 per full-time position or a total of $270,000 will be requested from the 1975 Legislative Session for this purpose.

IV. The Program and Curricular Objective of The Plan of Compliance Is to Attract More Faculty and More Students of the "Other Race" at Each Public Institution of Higher Learning

This section of the Plan concentrates its attention to the objectives of altering curricula and programs, without lowering standards, in the nine state-supported universities in Mississippi, University of Mississippi Medical Center included. This should help stimulate changes in the racial mix on the campuses. A seven-year timetable has been established as a reasonable time frame for the accomplishment of alterations included in the Plan; the target date is 1980.

Four areas of opportunities for desirable change in the realm of curricula and programs have emerged. These are as follows:

Strengthening Existing Programs
New Programs
Reallocation of Existing Programs
Cooperative Programs

Specific actions included in the Plan are as follows:

1. Strengthening Existing Programs

   The individual institutional plans are submitted as an attachment hereto as being indicative of the proposed programs and curricula changes desired by each institution but not yet having been evaluated by the Board of Trustees of State Institutions of Higher Learning. The Board will consider each of these specific recommendations; and, as the Board deems necessary, will adopt and establish priorities from these recommendations to carry out the objectives of the Plan of Compliance.

   A special request will be made to the 1975 Legislative Session to appropriate $2,998,650 to un-

derwrite the various approved programs. Table IV identifies the proposed allocation of said funds to the respective institutions and specific purposes for which additional funds will be used.

The Plan places a high priority on strengthening existing programs at the three historically black institutions. As a result of action by the Mississippi Legislature in 1974, the historically black institutions were renamed "universities." These three universities are directed to begin immediately to improve the presently offered basic academic and professional programs sufficiently to obtain professional and specialized accreditation. Listed below are the contemplated plans for the three universities for 1974-75:

a. Jackson State University will initiate efforts to obtain accreditation in its business curricula through the master's degree from the American Association of Collegiate Schools of Business.

b. Alcorn State University and Mississippi Valley State University will begin immediately to strengthen their programs sufficiently to gain NCATE accreditation of selected teacher education programs through the bachelor's degree.

c. Mississippi Valley State University will proceed with haste in obtaining accreditation for the two recently approved programs in family and community service and environmental health education, as well as the traditional programs in industrial arts. All of these programs show high promise of attracting "other race" students.

2. New Programs

Each institution has identified in their individual plan certain new programs that the institutions believe will have an impact in bringing about a greater degree of multi-ethnic composition of students and faculty. The Board of Trustees of State Institutions of Higher Learning will consider these proposals and upon approval will make appropriate recommendations to the Mississippi Legislature for sufficient funds to implement the new programs. However, priority for new programs will be given to the three historically black universities.

The Board of Trustees of State Institutions of Higher Learning has approved the following action regarding new programs for the historically black institutions:

a. Alcorn State University

1. Alcorn has been authorized to start a new program in intercultural studies beginning with the fall semester of 1974. It is believed that this program will attract white students. The Board will request an additional appropriation of $45,000 to underwrite the start up of this program in 1974-75. A description of intercultural studies is attached to this Plan.

2. Alcorn has been instructed to make feasibility studies as to the need for programs leading to degrees in optometry and mortuary science. Should the studies indicate that these programs are needed and will have a significant attraction for white students, the Board will

approve the programs and request the Mississippi Legislature to make the necessary appropriation of funds to underwrite the cost of these new programs.

b. Jackson State University

The Board has approved new programs at Jackson State in urban affairs, mass media, and additional master's degree programs in nine basic areas of academic study. In addition to a $2,000,000 grant recently received from the federal government by Jackson State University for the purpose of developing and strengthening the University, the Board of Trustees will request from the 1975 Legislative Session an additional $150,000 to assist in the start-up cost of these new programs.

c. Mississippi Valley State University

The Board has approved a new program in population planning for Mississippi Valley. Although the University has at present some offerings in family planning, this authorization directs a program of broader scope in teaching, research, and public service. One of mankind's most pressing problems is that of overpopulation; there are unlimited opportunities for accomplishment in studies dealing with this problem. It is believed that this program will attract white students to attend Mississippi Valley. This program is a part of a special $700,000 request for Mississippi Valley in 1975.

3. Reallocation of Existing Programs

In recent years, the institutions of higher learning in Mississippi have been authorized to establish off-campus, degree-completing centers. In the City of Jackson, Mississippi, a degree-completing center is currently administered jointly by Jackson State University, Mississippi State University, and the University of Mississippi. Another degree-completing center in Natchez, Mississippi, is administered by the University of Southern Mississippi with Alcorn State University participating in the instructional programs.

Listed below are specific requirements of the Plan:

a. Under this Plan of Compliance, effective with the fall semester 1974, programs presently taught by Jackson State University on its campus at Jackson, Mississippi, shall be removed from the course offerings at the Universities Center at Jackson, Mississippi, and all institutions under the governance of the Board of Trustees may offer at the Universities Center, upon the approval of said Board, any unique or professional programs which are not offered at Jackson State University.

As Jackson State determines sufficient demand for new programs on its campus, the Board of Trustees will give priority to Jackson State over the Universities Center in approving new programs. Even though other universities may have been authorized to offer courses for part-time study at the Universities Center, when and if Jackson

State desires and requests with sufficient justification the approval of these same courses, the Board will give Jackson State priority in offering the courses if they fall within the accepted role and scope assignment to Jackson State University.

b. Alcorn State University and the University of Southern Mississippi will jointly participate in the degree-completing center at Natchez, Mississippi. Alcorn faculty will teach 25 percent of the baccalaureate and master's degree courses at said Ntachez Center. Even though Alcorn is 40 miles north of the Natchez Center and even though Alcorn does not presently have a graduate program, there are qualified faculty members available at Alcorn to teach graduate courses at the Natchez Center.

4. Cooperative Programs

There are some excellent examples of cooperation between formerly black and formerly white institutions in the State. For several years, Delta State University and Mississippi Valley State University have had an exchange of faculty. Mississippi Valley now releases two (2) faculty for part-time employment at Delta State University. Alcorn State University and the University of Southern Mississippi are working together on a reading program. The University of Mississippi Medical Center is cooperating with Alcorn State University, Jackson State University, and Mississippi Valley State University in a variety of health related programs. Alcorn State University and Mississippi State University are cooperating in a

large agricultural research and extension program. Jackson State University, Mississippi Valley State University, and Mississippi State University are in the final planning stage for a cooperative program in applied mathematics and engineering.

The Plan of Compliance requires institutional heads to select areas where cooperation between two or more institutions can be beneficial. As stated in Item 5 of Section III, each institution will engage in at least one cooperative program during the year 1974-75. Cooperative programs are not without costs; this Plan provides for cost projections necessary to implement the additional programs and a special request for $225,000 will be made to the Mississippi Legislature during the 1975 Session to provide these cooperative programs.

V. Financial Resources Analysis of Educational and General Operating Funds and Physical Facilities

The Mississippi Legislature appropriates educational and general funds to the Board of Trustees of State Institutions of Higher Learning on an annual basis. The Board of Trustees allocates funds to the respective institutions according to an approved formula. Through this formula procedure, the funds are allocated to comparable institutions in an equitable manner using the identical elements in the calculating process. Listed in Table V is a four (4) year financial analysis of state appropriations allocated to various institutions in relationship to the production of student credit hours according to the level of study. Even though the historically black institutions have received comparable funds during the past four (4) years, they have not yet attracted significant numbers of white students. In order to strengthen further these institutions, the Board of Trustees will make a special request to the 1975 Mississippi Legislature to appropriate additional funds for each of these three (3) institutions. Table IV identifies the amounts and purposes for which these funds will be used.

Appropriations for the construction of physical facilities for Mississippi institutions of higher learning since 1966 are identified in Table VI. Of the total $109,177,560 applied to the eight (8) campuses during the nine (9) year period, the historically black institutions received $44,444,727 or 40.7 percent of the total appropriations. The portion of student enrollment for the year 1973-74 at the historically black institutions is 24 percent of the total student enrollment at the eight (8) campuses. Table VI-A identifies the physical facility projects approved by the Board of Trustees for which funds will be requested from the Mississippi Legislature during the period of the Plan.

The physical investment including appropriations for the year 1974-75 is listed below in original cost amounts in millions of dollars:

Alcorn State University	20.0
Delta State University	23.1
Jackson State University	19.7
Mississippi University for Women	25.6
Mississippi Valley State University	17.5

The newest campuses in the system of higher education are Jackson State University, established in 1940, and Mississippi Valley State University, established in 1952.

VI. Public Junior Colleges Advised of the Contents in the Plan of Compliance

The Board of Trustees of State Institutions of Higher Learning has no control of the boards and agencies controlling or guiding public junior colleges in Mississippi; but the Board will make known to said boards and agencies that which is contained in this Plan of Compliance.

Each university under the governance of the Board of Trustees of State Institutions of Higher Learning will continue in a nondiscriminatory manner to cooperate fully with the public junior colleges in the recruitment of all prospective students for the senior institutions. The admission and registration authorities of each university will continue to work closely with the appropriate junior college officials in providing students of all races with complete information as to the transfer of credits between institutions. These said officials of both segments of post-secondary education will continue to have regular meetings, conferences, and workshops relating to the recruitment and admission of students as well as the articulation of academic credit.

In addition to the day to day individual communication between personnel of the junior and senior institutions, there are two formal conferences held each year which bring together all segments of higher education in the State of Mississippi. The purpose of the conferences is to share and cooperate in programs beneficial to the growth and development of higher education in the state.

The Junior College Commission of the State of Mississippi has certain powers and duties as to the establishment and operation of the junior colleges in the state. Of the ten (10) members of the Commission, there are three institutional heads from the university segment of higher education. These three members will continue to make maximum efforts in helping to coordinate, in accordance with the Plan of Compliance, the educational programs of the junior colleges and the universities.

All nursing education in the State of Mississippi is approved and accredited by the Board of Trustees of State Institutions of Higher Learning. There are nine (9) associate degree nursing schools in the junior college segment of post-secondary education. The Board of Trustees will continue to approve and accredit all nursing programs in accordance with the Plan of Compliance.

All segments of higher education in the State of Mississippi, that is, private, public, junior, and senior institutions, select individuals to serve on the Council of Accreditation. This body visits various institutions from time to time pertaining to accreditation standards. Recommendations are made to the Mississippi Association of Colleges and Universities and the Mississippi Commission on College Accreditation. The membership of the Mississippi Commission on College Accreditation is composed of four (4) members, one of whom is the Executive Secretary and Director of the Board of Trustees of State Institutions of Higher Learning. As decisions are made pertaining to ac-

creditation, this member will encourage all public institutions to abide by the said Plan of Compliance.

Monitoring Process to be the Responsibility of the Board of Trustees of State Institutions of Higher Learning

The Board of Trustees of State Institutions of Higher Learning as the governing authority for the nine (9) senior institutions of higher learning will coordinate and supervise the implementation of the Plan. The Board will make semiannual reports to the Office for Civil Rights, Department of Health, Education, and Welfare, which will identify the impact of the Plan on greater desegregation of the institutions. Elements of the monitoring process are identified more specifically in Section II, Item 7, of the Plan.

Individual Plans of Institutions

The individual plans of the nine senior public institutions of higher learning attached to this Plan are supplemental to those submitted to the Office for Civil Rights on June 7, 1973.

All new program proposals identified in the individual plans will be genuinely considered by the Board of Trustees from time to time and upon approval will make the appropriate request to the Mississippi Legislature for the necessary financial resources. As the Board considers the need for new programs and financial resources, the target date of 1980 for completing the Compliance Plan will be kept in mind.

Respectfully submitted,

/s/ MILTON E. BRISTER

Milton E. Brister, President
Board of Trustees of State
Institutions of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205

TABLE I

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
PROJECTED STUDENT ENROLLMENT 1974 THROUGH 1980
BY RACE AND INSTITUTION

Institution	Actual 1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races
Alcorn State Univ.	2,568	8	2,600	26	2,662	39	2,734	58	2,859	87	2,974	130	3,155	195	3,350	292
Delta State Univ.	3,187	647	3,239	686	3,306	727	3;349	756	3,397	779	3,433	802	3,497	840	3,569	889
Jackson State Univ.	5,205	88	5,525	276	5,857	469	6,208	683	6,508	921	7,040	1,197	7,533	1,507	7,533	1,507
Miss. State Univ.	10,000	663	10,000	893	10,000	1,173	10,000	1,503	10,000	1,883	10,000	2,313	10,000	2,793	10,000	3,323
Miss. Univ. for Women	2,752	345	2,785	371	2,842	414	2,820	447	2,790	475	2,800	503	2,850	536	2,850	536
Miss. Valley State Univ.	2,577	18	2,600	25	2,650	50	2,700	110	2,750	150	2,800	200	2,900	250	3,000	300
Univ. of Miss.	7,804	448	8,017	538	8,233	621	8,458	713	8,676	798	8,858	882	9,035	1,036	9,222	1,036
Univ. of Miss. Medical Center	866	71	940	82	1,012	106	1,093	135	1,168	161	1,266	194	1,304	235	1,340	242
Univ. of Southern Miss.	9,041	641	9,100	750	9,200	1,000	9,500	1,200	9,600	1,400	9,700	1,800	9,800	1,800	10,000	2,000

TABLE II

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
PROJECTED FACULTY EMPLOYMENT 1974 THROUGH 1980
BY RACE AND INSTITUTION

Institution	Actual 1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races	All Races	Minor. Races
Alcorn State Univ.	126	52	126	52	131	54	134	56	140	59	146	61	155	65	160	67
Delta State Univ.	168	3	170	4	171	6	173	8	174	10	175	12	177	15	179	18
Jackson State Univ.	330	88	339	92	349	97	359	101	370	106	381	110	392	118	392	118
Miss. State Univ.	509	31	509	32	509	34	509	36	509	38	509	40	504	43	509	46
Miss. Univ. for Women	167	5	164	9	167	14	166	19	164	24	165	29	168	36	168	36
Miss. Valley State Univ.	141	33	144	34	150	40	158	45	165	48	175	52	180	54	188	56
Univ. of Miss.	427	12	428	17	429	22	430	27	431	32	432	37	433	42	434	47
Univ. of Miss. Medical Center	260	29	305	22	356	27	385	31	402	35	417	37	448	48	448	48
Univ. of Southern Miss.	436	15	446	17	456	20	464	24	471	29	485	35	492	42	500	50

TABLE III

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

STATE APPROPRIATION AND SALARY STATISTICS 1973-74 – 1974-75

Institution	State Appropriation 1974-75	% Increase in State Approp.	Budgeted Ave. Sal. Increase 1974-75	% Increase in Average Salary	Ave. Salary of Full Professor 1974-75
	(1)	(2)	(3)	(4)	(5)
Alcorn State University	$ 3,058,470	12.83%	$1,420	12.63%	$17,584
Delta State University	4,106,373	11.70	684	5.07%	18,660
Jackson State University	6,992,892	15.52	928	7.32%	19,093
Mississippi State University	13,859,445	15.26	889	5.91	20,861
Mississippi University for Women	3,666,964	14.24	753	5.84	17,244
Mississippi Valley State University	2,902,358	13.48	1,330	13.09	15,144
University of Mississippi	12,102,686	12.79	385	2.57	19,148
University of Southern Mississippi	12,613,205	16.91	609	4.17	19,514
	$59,302,393	14.59%	$ 777	5.61%	$19,277

TABLE IV

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING PROPOSED ALLOCATION OF SPECIAL REQUEST TO THE 1975 MISSISSIPPI LEGISLATURE TO HELP IMPLEMENT THE COMPLIANCE PLAN

Alcorn State University	$ 700,000
Delta State University	185,000
Jackson State University	600,000
Mississippi State University	185,000
Mississippi University for Women	185,000
Mississippi Valley State University	700,000
University of Mississippi	185,000
University of Mississippi Medical Center	73,650
University of Southern Mississippi	185,000
Total Special Request	$2,998,650

TABLE IV-A

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING PROPOSED USE OF SPECIAL LEGISLATIVE APPROPRIATION OF $2,998,650

Alcorn State University		$700,000
Faculty Improvement Through Sabbatical Leaves (14)	$112,000	
Distinguished Minority Lectureships	30,000	
Stengthening Existing Programs to Accomplish Professional Accreditation	298,000	
Recruitment Expansion and Commuting Buses	102,000	
Developing New Programs	113,000	
Cooperative Programs	25,000	
Faculty Exchange Programs ...	20,000	
Delta State University		$185,000
Minority Graduate Assistant Fellowships	$ 35,000	
Cooperative Programs	25,000	
Distinguished Minority Lectureships	30,000	
Faculty Exchange Programs ...	10,000	
Student Assistance in Remedial Programs	61,500	
Special Counselors and Minority Recruitment	23,500	

TABLE IV-A—Continued

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING PROPOSED USE OF SPECIAL LEGISLATIVE APPROPRIATION OF $2,998,650

Jackson State University		$600,000
Minority Graduate Assistants Fellowships	$ 35,000	
Cooperative Programs	25,000	
Distinguished Minority Lectureships	30,000	
Developing New Programs	150,000	
Minority Recruitment and Student Services	76,000	
Strengthening Existing Programs	274,000	
Faculty Exchange Programs	10,000	
Mississippi State University		$185,000
Minority Graduate Assistant Fellowships	$80,000	
Distinguished Minority Lectureships	60,000	
Cooperative Programs	25,000	
Faculty Exchange Programs	20,000	
Mississippi University for Women		$185,000
Minority Graduate Assistant Fellowships	$ 35,000	
Cooperative Programs	25,000	
Distinguished Minority Lectureships	30,000	
Faculty Exchange Programs	10,000	
Compensatory Instructional Programs	65,000	
Minority Counseling and Recruitment	20,000	

TABLE IV-A – Continued

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING PROPOSED USE OF SPECIAL LEGISLATIVE APPROPRIATION OF $2,998,650

Mississippi Valley State University		$700,000
Faculty Improvement Through Sabbatical Leaves (14)	$112,000	
Faculty Exchange Programs ...	10,000	
Cooperative Programs	25,000	
Distinguished Minority Lectureships	$ 30,000	
Minority Recruitment, Admission, and Counseling .	52,688	
Developing New Programs	114,000	
Strengthening Existing Programs to Accomplish Professional Accreditation ..	356,312	
University of Mississippi		$185,000
Minority Graduate Assistant Fellowships	$ 80,000	
Distinguished Minority Lectureships	60,000	
Cooperative Programs	25,000	
Faculty Exchange Programs ...	20,000	
University of Mississippi Medical Center		$ 73,650
Cooperative Programs	25,000	
Student Services	48,650	
University of Southern Mississippi		$185,000
Minority Graduate Assistant Fellowships	$ 80,000	
Distinguished Minority Lectureships	60,000	
Cooperative Programs	25,000	
Faculty Exchange Programs ...	20,000	

TABLE V

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING, STATE OF MISSISSIPPI

APPROPRIATION PER STUDENT CREDIT HOUR OF PRODUCTION FOR THE 4-YEAR PERIOD 1970-71, 1971-72, 1972-73, 1973-74

Institutions	*Lower* (1)	*Upper* (2)	*Graduate* (3)
Alcorn State University ..	$20.85	$47.43	$ –
Delta State University ...	21.08	47.76	130.73
Jackson State University .	22.75	44.21	126.10
Mississippi State University	20.25	43.61	148.28
Miss. University for Women	36.18	47.66	146.95
Miss. Valley State University	20.45	61.16	–
University of Mississippi .	19.20	46.94	99.80
Univ. of Sou. Miss.	21.49	41.34	113.48

TABLE V-A

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

STUDENT CREDIT HOUR PRODUCTION AND STATE APPROPRIATIONS
FOR THE 4-YEAR PERIOD
1970-71, 1971-72, 1972-73, 1973-74

Institution	Student Credit Hours				State Appropriations			
	Lower Level	Upper Level	Graduate Level	Total SCH	Lower Level	Upper Level	Graduate Level	Total Appropriation
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Alcorn State U.	188,113	116,413	–	304,526	$ 3,921,401	$ 5,521,384	$ –	$ 9,442,785
Delta State U.	137,821	144,338	19,446	301,605	2,904,967	6,893,824	2,542,260	12,341,051
Jackson State U.	329,049	200,864	27,288	557,201	7,484,356	8,879,561	3,441,077	19,804,994
Miss. State U.	526,806	456,657	73,068	1,056,531	10,666,919	19,913,791	10,834,214	41,414,924
Miss. U. for Women	153,710	101,923	8,260	263,893	5,561,616	4,246,509	1,213,834	11,021,959
Miss. Valley State U.	184,173	83,771	–	267,944	3,766,041	5,123,669	–	8,889,710
Univ. of Miss.	433,773	274,237	143,331	851,341	8,368,713	12,872,388	14,304,424	35,545,525
Univ. of Sou. Miss.	406,446	462,592	81,533	940,570	8,735,917	18,711,771	9,252,744	36,700,432
TOTALS	2,359,890	1,830,795	352,926	4,543,611	$51,409,930	$82,162,897	$41,588,553	$175,161,380

TABLE VI

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING
STATE APPROPRIATIONS FOR NEW CONSTRUCTION AT
STATE-SUPPORTED UNIVERSITIES – 1966-1974

Institution	*Totals*	*1966-68*	*1968-70*	*1970*	*1971*	*1972*	*1973*	*1974*
Alcorn State University	$ 16,084,656	$ 1,480,000	$ 100,450	$ 4,300,000	$ 5,500,000	$ 600,000	$ 510,000	$ 3,594,206
Delta State University	11,417,960	1,400,000	650,000	1,362,000	1,718,000	0	146,000	6,141,960
Jackson State University	17,691,557	1,400,000	0	1,702,500	5,597,500	700,000	150,000	8,141,557
Mississippi State University	13,989,528	2,250,000	0	2,725,000	3,445,000	0	1,750,000	3,819,528
Mississippi University for Women	9,705,574	1,500,000	0	1,130,000	1,680,000	0	2,263,000	3,132,574
Mississippi Valley State University	10,668,514	1,400,000	1,500,000	1,200,000	4,100,000	700,000	40,000	1,728,514
University of Mississippi	17,206,793	2,163,000	0	851,500	2,985,000	0	537,000	10,670,293
University of Southern Mississippi	12,412,978	2,175,000	0	647,000	2,303,000	0	3,117,880	4,170,098
TOTALS	$109,177,560	$13,768,000	$2,250,450	$13,913,000	$27,328,500	$2,000,000	$8,513,880	$41,398,730

TABLE VI-A

PHYSICAL FACILITY PROJECTS APPROVED BY THE BOARD OF TRUSTEES FOR WHICH FUNDS WILL BE REQUESTED FROM THE LEGISLATURE DURING THE PERIOD OF THE PLAN

No.	*Alcorn State University*
1	Classroom Building
2	Mechanical Arts Building
3	Stadium and Track
4	President's Home
5	Warehouse and Motor Pool
6	Faculty Housing
7	Streets, Sidewalks, Curbs & Gutters
8	Addition to the Fine Arts Building

No.	*Delta State University*
1	Complete Renovation of Bailey Hall Old Science Building
2	Instructional and Classroom Facility Physical Education
3	Annex to and Renovation of Fielding L. Wright Art Center
4	Purchase of Certain Houses and Lots Adjacent to Campus
5	Addition and Renovation of Zeigel Hall – Music Building
6	Expansion of Library
7	Home Management Facility – Home
6	Administration Building

No.	*Jackson State University*
1	New Men's Dormitory
2	Assembly Building
4	Warehouse and Maintenance Building
4	Warehouse and Maintenance Building
5	Business and Economics Building
6	Addition to Health Center
7	Major Street Improvements and Drainage
8	Football Stadium and Track

No.	*Mississippi State University*
1	Renovation of Lee Hall
2	Circumferential Road
3	Utilities Renovation (Phase II)
4	Fine Arts Building
5	Addition to Union

TABLE VI-A – Continued

PHYSICAL FACILITY PROJECTS APPROVED BY THE BOARD OF TRUSTEES FOR WHICH FUNDS WILL BE REQUESTED FROM THE LEGISLATURE DURING THE PERIOD OF THE PLAN

No.	*Alcorn State University*
9	Parking Lots
10	Addition to Agricultural Science Building
11	Development of Mobile Home Park
12	Development of Outdoor Recreation Areas
13	Restoration of Belles Lettres Hall
14	Restoration and Air-Conditioning of Oakland Chapel

No.	*Delta State University*
9	School of Business Facility
10	Laundry

No.	*Jackson State University*
9	New Women's Dormitory
10	Additional to Student Union
11	Speech and Theatre

No.	*Mississippi State University*

TABLE VI-A – (Continued)

PHYSICAL FACILITY PROJECTS APPROVED BY THE BOARD OF TRUSTEES FOR WHICH FUNDS WILL BE REQUESTED FROM THE LEGISLATURE DURING THE PERIOD OF THE PLAN

No.	*Mississippi Univ. for Women*
1	Purchase Additional Land
2	Addition to Library including Library Science Department
3	General Classroom Building
4	Addition to Fine Arts Building
5	School of Nursing Infirmary Building
6	Addition to Student Center
7	Administration Building Extension
8	Fashion Institute
9	Continuation Center
10	Warehouse
11	Parking Garage

No.	*Mississippi Valley State Univ.*
1	Renovation of College Laundry
2	Alteration and Expansion of Cafeteria
3	Renovation of Old Faculty Apartments
3	
4	Humanities Building

No.	*University of Mississippi*
1	Health and Physical Education Center
2	Dormitory Renovatios
3	Streets and Grounds Improvement
4	Completion of Library (Third Floor)
5	Science Center Phase – V, Classrooms, Science Library
6	New Power Plant – Phase I
7	Administration Building
8	Water System – Phase I
9	Cultural Center – Phase II

No.	*Univ. of Southern Mississippi*
1	Industrial-Vocational Education and Science Technology Building
2	Purchase of Property
3	General Purpose Academic Facility
4	Physical Plant Facility
5	Additional Space for College of Education and Psychology
6	Campus Security Facility
7	Alumni Headquarters
8	Physical Education Facility

ALCORN STATE UNIVERSITY CENTER FOR INTER-CULTURAL STUDY: A PROPOSAL

APPROVED BY THE BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

OBJECTIVES:

I. Creation of a teaching and research capability in several disciplines which will further understanding of how different cultures, and different elements within a single culture, interact with one another in constructive and destructive ways.

II. Utilization of Alcorn's specific geographic and cultural situation to provide field experience in intercultural study.

III. Introduction of other race and other culture students to Alcorn to create an intercultural situation on the campus.

STRATEGIES

I. First year (1974–1975)

   A. Establishment of a special residential unit on the campus to house the students and staff of the Center for Inter-Cultural Study.

   B. Recruitment of students in approximately equal numbers from:

      1. the regular Alcorn student body
      2. urban colleges and universities across the nation on a semester basis as cultural exchange students

C. Establishment of a curricular model which would:
   1. allow students to enroll in coursework at Alcorn
   2. provide special seminars in various aspects of inter-cultural study, especially as it relates to Claiborne and Jefferson counties
   3. provide opportunities for directed field experience in a variety of occupations and fields in the local communities.
   4. require students to develop their own personal skills at inter-cultural relations through experience in self-government within the residential unit

D. Recruitment of faculty, on a released time basis, from departments of Social Science, Language and Literature, and Fine Arts to develop and deliver the special seminars and to direct students' field experience.

E. Recruit professional residential staff to assist in the ongoing instructional activities of the residential unit.

II. Second year (1975-1976)

A. Continuation of existing residential program.

B. Recruitment of additional faculty for the participating departments to strengthen the college's offerings in the area of inter-cultural study.

C. Plan for the implementation of third year programs.

III. Third year (1976-1977)

A. Continuation of existing residential program.

B. Creation of three interdisciplinary programs in the area of inter-cultural study leading to the Master of Arts degree in

1. Human relations
   a. a pre-professional and in-service masters program to prepare students for career in human relations, community contact, and personnel work with government and private agencies and with industry.
   b. the curriculum would draw work and field experience in the areas of social science, psychology, business, and language and literature
2. Socio-linguistics
   a. a masters program designed to prepare students for work in multi-language and/or multi-dialect situations by fostering an understanding of language as a culture-bound and cultural-carrying social phenomenon
   b. the curriculum would draw together course work and field experience in the areas of language and literature, social science, psychology, and fine arts
3. Cultural anthropology
   a. a masters program designed to prepare some students for further study and eventual teaching in the field, and to prepare others for work in developing countries or regions with greater understanding of and respect for the local institutions.
   b. the curriculum would draw together coursework and field experience in the areas of social science, language and literature, psychology, fine arts.

COST ESTIMATES

I.	First year (1974–1975)	
	A. Renovation of existing faculty for use as residential unit	No estimate
	B. Released time from summer teaching for faculty to plan Center curricular	$8,000
	C. Promotion and recruitment	$ 5,000
	D. Special financial aid	20,000
	E. Instructional and office supplies and expenses	6,000
	F. Vehicles for local transportation of students (3 vehicles, cost prorated over 3 years)	8,000
	G. Faculty salaries (based on 5 faculty at 3/5 time, or 3 F.T.E. faculty)	42,000
	H. Residential staff salaries	15,000
	I. Secretarial salaries (1 1/2 F.T.E.)	9,000
	TOTAL	$113,000 + building renovation
II.	Second year (1975–1976)	
	A. Continuing expenses from 1st year	$113,000
	B. Salaries for additional faculty (5 faculty @ $14,000)	70,000
	TOTAL	$183,000
III.	Third year (1976–1977)	
	A. Continuing expenses from 2nd year	$183,000
	B. Graduate fellowships (10 @ $3,000)	30,000
	TOTAL	$213,000
IV.	Total cost for 1st 3 years	
	A. First year	$113,000

B.	Second year	183,000
C.	Third year	213,000
	TOTAL	$509,000

ENROLLMENT ESTIMATES

I.	First year	
	A. Regular Alcorn students	40
	B. Other race students	40
II.	Second year	
	A. Regular Alcorn student	40
	B. Other race students	40
III.	Third year	
	A. Regular Alcorn students	50
	B. Other race students	60

UNITED STATES' EXHIBIT 2

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

[LOGO OMITTED]

MILTON E. BRISTER, President
??? 39747

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E. E. THRASH, Executive Secretary and Director
8355 EASTOVER DRIVE
P.O. BOX 2336
JACKSON, MISSISSIPPI 39205
(601) 982-6611

June 14, 1974

Mr. Peter Holmes, Director
Office for Civil Rights
Department of Health, Education, and Welfare
Washington, D. C. 20201

Dear Mr. Holmes:

In regard to your telephone conversation with our office on June 11, 1974, we are submitting the following five statements that are supplements to the Plan of Compliance as modified and delivered to you on May 29, 1974:

1. *Alternate Plan*

   Should the proposed Plan of Compliance or any part thereof fail to be implemented as scheduled, the Board of Trustees of State Institutions of Higher Learning will, to the best of its ability, develop and implement an alternate plan of action that addresses itself to the desegregation of the state institutions of higher learning.

2. *Impact Studies*

During the life of the Plan, the Board of Trustees will make studies that will provide a determination of the impact on desegregation of any actions altering the following areas of operations of the various institutions: academic programs, physical facilities, locations of branches, and/or new institutions, and the modification of admission standards. The Board will not approve actions in the above listed areas that will, in the opinion of the Board, impede desegregation unless other actions are approved that will have an offsetting net effect on the desegregation process. The impact studies will be included in the reporting schedule to HEW.

3. *Reporting Process*

To the extent that any item or proposal in the Plan needs clarification as to its purpose, initiation or completion timetable, such clarification will be provided.

4. *Resources*

To the extent that information provided in this Plan does not satisfactorily respond to the information called for in Section II-B, Resources, of the memorandum attached to HEW's April 18, 1974 letter to Mr. Thomas N. Turner, additional information will be provided to HEW upon request.

By March 1, 1975 the Board of Trustees will have completed additional in-depth analyses of the resources made available to the various institutions of higher learning under their governance. Should any disparities be found in resources allocated by the Board between the three predominantly black institutions and their comparable predominantly white

counterparts, the Board will eliminate any such inequalities at the earliest feasible time with the target date being no later than July 1, 1978.

5. *Role of Institutions and Duplicative Curricula*

During the coming year, the Board of Trustees will evaluate the role of each of the four-year institutions to determine whether the roles, in the opinion of the Board, are attractive to "other race" students. Special attention will be given to the roles of the predominantly black universities in determining whether or not they can reasonably be expected to attract significant numbers of white students.

Particular attention will be given to differentiated roles of historically black and white institutions that are in geographical proximity to each other.

In the absence of roles at the predominantly black universities that will fail, in the opinion of the Board, to attract significant numbers of white students, the Board will modify the roles to meet the criteria established by the Board that will improve the attractiveness to white students. In this connection, the Board will determine, to the best of its ability the extent, if any, to which existing duplication of non-core (specialized) curricula offerings among each of the universities impedes desegregation. The Board will provide a report by October 1, 1974, indicating definitions of "core" (basic) and "non-core" (specialized) curricula.

By June 30, 1975, the Board will provide a report to HEW that includes the information called for above and (1) a determination of the areas of study at various public higher education institutions where unnecessary duplication of non-core curricula, if any, exists that impedes the desegregation

process; and (2) decisions as to ways in which any such unnecessary duplication will be eliminated; and (3) the development of a timetable for the accomplishment of such elimination.

Further, the Board resolves that new curricula will be awarded to institutions under their jurisdictions in a manner that does not perpetuate competition for students by predominantly black and predominantly white institutions based upon unnecessary duplication of curricula offerings.

We have done our best to respond to the concerns expressed to us in your memorandum dated April 18, 1974.

Sincerely yours,

/s/ MILTON E. BRISTER

Milton E. Brister
President

MEB:wp

UNITED STATES' EXHIBIT 8

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

POLICY FOR OFF-CAMPUS EXTENSION COURSES FOR ACADEMIC CREDIT

Approved by the Board of Trustees on January 18, 1979

1. An advisory committee for off-campus degree credit extension programs shall be established and will be composed of one representative from each state university under the control of the Board of Trustees of State Institutions of Higher Learning. The committee will be advisory to the Presidents Council and will serve to (a) formulate recommendations for off-campus extension courses, (b) develop guidelines for extension classes for academic credit that eliminate needless duplication, (c) provide for communication and exchange of information between institutions engaged in off-campus credit activities, (d) advise the Presidents Council with regard to policies and procedures governing off-campus extension classes for credit, (e) advise the Presidents Council regarding Southern Association of Colleges and Schools' accreditation standards for off-campus extension classes for academic credit.
2. No institution operating under the jurisdiction of the Board of Trustees of State Institutions of Higher Learning will render education services carrying academic degree credit to a constituency in a location that is within a 50-mile radius of another state university's home campus, Board approved center, or

regional campus, without the approval of the Board of Trustees. In those instances where a proposed location is within 50 miles of another institution's campus, Board approved center, or regional campus but is nearer to the home campus of the institution originating the activity, the 50-mile rule shall not be applicable.* Under no circumstances will the 50-mile limit be permitted to restrict the credit offerings of other institutions when the institution in the area cannot or does not elect to provide the needed service.

*Example: Delta State University could set up an extension class when the location is closer to its own campus than to the Mississippi Valley State University campus. Mississippi State University could set up an extension class when the location is closer to the Starkville campus than to the Ole Miss campus even though the class's location is within the 50-mile distance from Ole Miss.

3. Board approved degree credit and resident centers will not be permitted to organize degree credit activities beyond the boundaries of their established campus or facilities. All off-campus extension classes operating at locations other than centers and regional campuses must be administered and reported by the main campus of the institution involved.

4. Academic programs that exist only in some institutions may be operated statewide in established centers and in off-campus extension classes after approval by the Board of Trustees. These are programs such as Law, Pharmacy, Engineering, Nursing, and Graduate Social Work. A list of these programs shall be prepared and approved by the Board of Trustees.

5. There are academic programs which need to operate statewide. They may be supported by grants and are to be available throughout the state. Before submitting an application for any such grants, approval must be given by the Board of Trustees.
6. The Board of Trustees is recognized as the governing authority for off-campus activities, and all matters considered by the Advisory Committee are subject to review and approval by the Presidents Council and the Board of Trustees.

OFF CAMPUS ACADEMIC CREDIT RESPONSIBILITY AREAS

[Map omitted]

UNITED STATES' EXHIBIT 11

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

3825 Ridgewood Road
P.O. Box 2336
Office of the JACKSON, MISSISSIPPI 39205
Executive Secretary and Director (601) 982-6611

April 26, 1978

Dr. John A. Peoples, Jr., President
Jackson State University
Jackson, Mississippi 39217

Dear Mr. Peoples:

In the latest Board of Trustees meeting, I gave the members a report relative to the operation of the Universities Center program in Jackson and the Plan of Compliance. Previously, a meeting was held to review the Center's program with Dr. Estus Smith, the Chief academic officers and the continuing education directors at Mississippi State University, the University of Mississippi, and the University of Southern Mississippi. All indicated a willingness to continue working together in meeting the requirements of the Plan of Compliance.

It is my understanding that courses presently approved for the Universities Center are not the same as those offered by Jackson State University. Furthermore, if and when Jackson State University

> . . determines sufficient demand for new programs on its campus, the Board of Trustees will give priority to Jackson State University over the Universities Center in approving new programs. Even though other universities may have been authorized to offer courses for part-time study at the Universities Center, when and if Jackson State desires and requests with

sufficient justification the approval of these same courses, the Board will give Jackson State priority in offering the courses if they fall within the accepted role and scope assignment to Jackson State University.

We are therefore suggesting that if Jackson State University desires to offer the same courses as those currently approved for the Universities Center, you must request approval by the Board of Trustees to offer the same courses at Jackson State University. It is incumbent on Jackson State University to abide by the 1974 Plan of Compliance just as it is necessary for the other universities operating programs in the Universities Center to refrain from offering courses that are known to be offered at Jackson State University.

I know you will be pleased to work with all of us in complying with the Board of Trustees' intent as stated in the Plan of Compliance.

Sincerely yours,

/s/ E. E. THRASH

E. E. Thrash
Executive Secretary and Director

CQC:pk

cc: Members of the Board of Trustees
of State Institutions of Higher
Learning

UNITED STATES' EXHIBIT 12

July 15, 1976

Dr. John A. Peoples, Jr., President
Jackson State University
Jackson, Mississippi 39217

Dear Mr. Peoples:

I am calling your attention to the statement in our Compliance Plan (page 22) that pertains to Jackson State offering new courses on its campus to-wit: even though other universities may have been authorized to offer courses for part-time study at the Universities Center, when and if Jackson State University desires and requests with sufficient justification the approval of these same courses, the Board will give Jackson State priority in offering the courses if they fall within the accepted role and scope assignment to Jackson State University. This means that you must receive approval of the Board of Trustees before courses already approved for the Universities Center are offered at Jackson State University.

The Board of Trustees in its meeting of July 15, 1976, has instructed Jackson State University to follow the Plan of Compliance on new offerings that are presently available at the Universities Center. When Jackson State University desires to initiate any course that is a duplicate of a course offered at the Universities Center, the course must be approved by the Board prior to implementation. Duplicate courses presently listed in the Jackson State University catalog which have not been approved by the Board must be deleted, and students are not to be enrolled until the courses have been approved by the Board.

Presently, we have a list of courses approved for the three (3) universities that offer programs at the Universities

Center, Jackson, Mississippi. It has been noted that Jackson State University, in its latest undergraduate catalog and proposed garduate catalog, has listed several new courses that are in conflict with courses already approved for the Universities Center.

Therefore, I am requesting that you have the proper officials meet with our staff (Dr. Coffman and Dr. Meredith) to review the list of courses approved for the Universities Center and determine whether or not Jackson State University will seek approval of the new Jackson State University courses that are in conflict with the Universities Center courses.

It is essential that this matter be handled at an early date. Therefore, we are suggesting that a meeting for this purpose be arranged prior to July 23, 1976.

Please call if you need further details relative to this matter.

Sincerely yours,

/s/ E. E. THRASH

E. E. Thrash
Executive Secretary and Director

CQC:pp

cc: Dr. R. C. Cook
Mr. Boswell Stevens
Mr. Milton E. Brister

MISSISSIPPI STATE UNIVERSITY
JACKSON BRANCH

Proposed Courses
Fall 1976

COLLEGE OF ARTS AND SCIENCES

Anthropology

AN	6143	Cultural Change
AN	4153/6153	Culture and Personality
AN	6123	Theory in Cultural Anthropology
AN	4313/6313	Medical Anthropology
AN	4703/6703	Peoples of Africa
AN	4813/6813	North American Indians
AN	4823/6823	South American Indians
AN	5314/7314	The Ascent of Man

Archaeology

AR	4523/6523	North American Archaeology
AR	4543/6543	Archaeology of Southeastern United States
AR	4563/6563	Archaeology of MesoAmerica

Art

ART	2113	Modern Art History
ART	2103	Photography for the Graphic Artist
ART	3313	Commercial Art I

Communication

CO	2213	Small Group Communication
CO	3113	Editorial Writing
CO	3123	Feature Writing
CO	3143	Advanced News Writing and Reporting
CO	4213/6213	Political Communication
CO	6253	Elements of Persuasion

English

EN	4333/6333	Literature of the South
EN	6413	History of the English Language
EN	4423/6423	Modern Criticism
EN	4523/6523	Chaucer
EN	6533	Milton
EN	6653	English Novel 1870 to Present
EN	4733/6733	18th Century Prose and Poetry
EN	4803/6803	Types of Contemporary Drama
EN	4823/6823	Contemporary Poetry
EN	8623	Seminar in English Literature: 1785 to 1832
EN	8843	Seminar in American Literature: 1914 to Present

Geology

GG	4503/6503	Geomorphology
GG	4603/6603	Engineering Geology
GG	4613/6613	Introduction to Ground Water Geology

Geography

GR	4243/6243	Geography of the Soviet Union
GR	6123	Urban Geography
GR	6303	Political Geography
GR	6603	Climatology

History

HI	4543	Europe Since 1939
HI	4173/6173	U. S. History Since 1939
HI	4223/6223	American Constitutional History
HI	4233/6233	American Military History
HI	4303/6303	The Old South
HI	4313/6313	The New South
HI	4323/6323	The American West
HI	4763/6763	History of Modern Germany
HI	6103	Colonial America

History (cont'd)

HI	6113	U. S. History 1783–1825
HI	6123	U. S. History 1825–1850
HI	6133	U. S. History 1850–1877
HI	6153	U. S. History 1877–1917
HI	6163	U. S. History 1917–1939
HI	6203	Diplomatic History of the United States
HI	6263	American Economic Development
HI	6403	Ancient Near East
HI	6413	Ancient Greece and Rome
HI	6733	Constitutional and Legal History of England
HI	6753	History of Russia

Mathematics

MA	2453	Foundations of Mathematics
MA	6813	Introduction to Mathematical Statistics
MA	6823	Introduction to Probability
MA	7323	Numerical Analysis II
MA	8553	Fundamentals of Geometry for Secondary Teachers
MA	8563	Theory of Equations for Secondary Teachers
MA	8573	Secondary School Math from an Advanced Viewpoint

Physics

PH	4613/6613	Introduction to Nuclear Physics
PH	5023/7023	Astronomy for Teachers
PH	7013	Selected Topics in Physics for Teachers

Philosophy and Religion

PR	3113	Introduction to Greek Philosophy
PR	3203	Metaphysics, Mysticism, and Parapsychology
PR	4113/6113	Medieval and Modern Philosophy

Philosophy and Religion (cont'd)

PR	4143/6143	Philosophy of Science
PR	5213/7213	Contemporary Philosophy
PR	7203	Philosophy of Religion

Political Science

PS	4253	Southern Politics
PS	4383/6383	National Security Policy
PS	4453/6453	Empirical Political Theory
PS	4913/6913	Comparative Public Policy
PS	4923/6923	Comparative Development Administration

Psychology

PSY	4353/6353	Motivation
PSY	4613/6613	Social Intervention
PSY	4523/6523	Industrial Psychology
PSY	6103	Psychometrics
PSY	6403	Physiological Psychology
PSY	6623	Social Psychology
PSY	8223	Systems & Theories of Psychology
PSY	8323	Abnormal Psychology
PSY	8343	Clinical Psychology
PSY	8363	Personality Appraisal
PSY	8373	Systems of Psychotherapy
PSY	8383	Behavior Therapy
PSY	8503	Learning
PSY	8523	Memory and Verbal Learning
PSY	8543	Community Mental Health

Microbiology

MIC	1123	Science of Public Health

Sociology

SO	3913	Industrial Sociology
SO	4513/6513	Correctional Systems

Sociology (cont'd)

SO	6203	The Family in the United States
SO	6703	Population
SO	7403	Aging and Retirement in American Society

COLLEGE OF EDUCATION

Adult Education

ADE	5213/7213	Adult Education for the Aging
ADE	8213	Paraprofessionals in Adult Education
ADE	8243	Research and Evaluation in Adult Education
ADE	8313	Program Development Process in Adult Education
ADE	8373	Seminar in Adult Education

Educational Administration

EDA	8183	Public Relations in School Administration
EDA	8233	School Survey and Plant
EDA	8343	School Personnel Administration

Business Education

BED	4103	Philosophy of Vocational Business Education
BED	6213	Teaching of Basic Business Subjects
BED	8193	Improvement of Theory and Techniques in Teaching Clerical and Secretarial Procedures
BED	8303	Problems in Business Education
BED	8323	Coordination of Cooperative Programs in Vocational Business Education

Community College Education

CED	8113	History and Philosophy of the Community College
CED	8413	Community College Teaching

Elementary Education

EDE 4453/6453	Introduction to Early Childhood Education
EDE 5453	Modern Concepts & Methods of Teaching Math in Elementary and Junior High Schools
EDE 6433	Language Arts
EDE 6443	Social Studies in the Elementary School
EDE 8423	Elementary School Methods
EDE 8443	Seminar in Elementary Education
EDE 8473	Elementary Social Studies Curriculum
EDE 8483	Teaching Physical Science in the Elementary School
EDE 8493	Teaching Biological Science in the Elementary Schol
EDE 8513	Curriculum & Program Development in Early Childhood Education
EDE 8523	Language Arts & Reading Readiness Experiences in Early Childhood Education
EDE 8533	Behavioral Experiences in Early Childhood Education
EDE 8543	Math Experiences in Early Childhood Education
EDE 8593	Issues and Innovations in Reading

Foundations of Education

EDF 4313/6313	Creative Art in the Elementary and Secondary Schools
EDF 5323/7323	Audio-Visual Methods
EDF 5333/7333	Systems of Individualized Instruction
EDF 5353/7353	Improvement of Theory & Techniques in Teaching Art
EDF 5363/7363	Workshop: Alcohol and Drug Education

Foundations of Education (cont'd)

EDF 5363/7363	Workshop: Student Activities in the Secondary School
EDF 5363	Workshop: Teaching Reading Through Language Experiences
EDF 7363	Workshop: Classroom Behavior Management
EDF 8333	Education and Society
EDF 8343	World History of Education
EDF 8353	Principles of Curriculum Development
EDF 8373	Educational Research Design
EDF 8383	Issues in Education
EDF 8413	Application and Evaluation of Career Education Concepts in K-12 Curriculum

Secondary Education

EDS 4613/6613	High School Journalism
EDS 4603/6603	Supervising High School Publications
EDS 6503	Teaching of Speech
EDS 7623	Teaching of Foreign Language
EDS 7633	Teaching of Mathematics
EDS 7643	Teaching of Social Studies
EDS 7653	Teaching of Science
EDS 8613	Secondary School Curriculum
EDS 8623	The Junior High School
EDS 8633	Problems of Secondary Education
EDS 8713	Curriculum Adjustments
EDS 8723	Emerging Theories of Instruction

Special Education

EDX 5713	Psychology and Education of Exceptional Children and Youth
EDX 5733	Teaching the Severely Retarded Child
EDX 5753/7753	Curriculum for the Educable Mentally Retarded
EDX 5763/7763	Materials & Complement Methods of Teaching the Educable Mentally Retarded

Special Education (cont'd)

EDX 5773/7773	Teaching the Disadvantaged Child
EDX 5783/7783	Curriculum Adaptation for Teaching Handicapped Youth of Secondary Age
EDX 5793/7793	Methods & Materials for Teaching the Child with Learning Disabilities
EDX 8353	Teaching Strategies for the Gifted
EDX 8723	Children & Youth with Multiple Disabilities
EDX 8733	Seminar on Problems Common to Exceptional Children and Youth
EDX 8763	Organization and Administration of Special Education
EDX 8813	Teaching the Emotionally Disturbed Child

Educational Psychology

EPY 4073/6073	Personality Adjustment of the School Child
EPY 4133/6133	Application of Learning Theories in the Classroom
EPY 6313	Measurement and Evaluation
EPY 8243	Psychology of the Gifted
EPY 8333	Psychological Foundations of Education
EPY 8453	School Psychological Services

Student Personnel and Counselor Education

GED 4113/6113	Guidance Services and Mental Health
GED 4120/6120	Seminar: Transactional Analysis in the Classroom
GED 4533/6533	History, Philosophy, and Trends in Employment Service
GED 4603/6603	Techniques of Teaching and Administering Occupational Orientation
GED 8103	Study of the Individual

Student Personnal and Counselor Education (cont'd)

GED 8163	Advanced Counseling Theory
GED 8173	Guidance for the Gifted
GED 8233	Job Development and Worker Mobility
GED 8273	Philosophy of Student Housing in Higher Education
GED 8343	Guidance Services for the Disadvantaged
GED 8413	Practices and Processes of Rehabilitation Facilities
GED 8423	Vocational Rehabilitation Counseling
GED 8433	History, Philosophy, and Trends in Vocational Rehabilitation
GED 8443	Medical Information for Rehabilitation Counselors
GED 8483	Vocational Rehabilitation of the Public Offender
GED 8513	Seminar in Student Personnel in Higher Education
GED 8523	Employment Service Counseling
GED 8813	Psychological Effects of Disability
GED 8853	Supervising and Coordinating Counseling and Other Guidance Services

Industrial Education

IED 3003	Curriculum Development in Vocational Technical Education
IED 3033	Principles and Methods in Shop Teaching
IED 3063	Vocational Psychology
IED 4123/6123	Safety in Shop Management
DED 4133/6133	Methods and Materials in Teaching Distribution Education
IED 4183/6183	Coordination of Part-time Education
IED 4243/6243	Teaching the Art Crafts

Industrial Education (cont'd)

IED	4343/6343	Metrics for Education and Industry
IED	8263	Philosophy and Administration of Vocational Education
IED	8273	Seminar in Occupational Orientation
IED	8283	Public Relations in Vocational Education
IED	8363	Modern Trends and Techniques in Distributive Education
IED	8373	Curriculum Development in Distributive Education

Music Education

MUE	8923	School Music Curriculum
MU	8343	Music of the United States
MU	8813	Advanced Harmonic Techniques

COLLEGE OF BUSINESS AND INDUSTRY

Economics

EC	4423	Problems in State and Local Finance
EC	5223	Labor Law and Legislation

Finance

FIN	3333	Estate Planning
FIN	3353	Real Estate Finance

Insurance

INS	3123	Property and Casualty Insurance

Management

MGT	4233	Advanced Personnel Administration
MGT	5243	Wage and Salary Administration

Marketing

MKT	5133	Advertising Management

COLLEGE OF AGRICULTURE

Agricultural Economics

AEC 4613/6613	Advanced Agricultural Marketing
AEE 3203	Introduction to Communications in Agricultural and Extension Education
AEE 8263	Public Relations in Agricultural and Extension Education
AEE 8703	Evaluation of Agricultural and Extension Education Programs

Agronomy

AGN 5103/7103	Plant Breeding
AGN 5113/7113	Turf Management
AGN 8103	Pasture Development

Animal Science

ASC 3232	Horse Science
ASC 4233/6233	Livestock Marketing
ASC 4313/6313	Nutrition I
ASC 4323/6323	Beef Cattle Science
ASC 8423	Meat Science

Dairy Science

DS 5413/7413	Nutrition II
DS 5613/7613	Physiology of Reproduction

Entomology

ENT 4234/6234	Field Crop Insects

Home Economics

HE 3213	Individual and Family Nutrition
HE 6303	Consumer Economics

Horticulture

HO 2123	Home Horticulture (Ornamental)
HO 2343	Floral Design
HO 2413	Vegetable Production (Home Gardening)

UNIVERSITY OF MISSISSIPPI
JACKSON BRANCH

Proposed Courses
Fall 1976

SCHOOL OF BUSINESS ADMINISTRATION

Accountancy

	ACCY	301	Administrative Accounting
	ACCY	307	Governmental Accounting
	ACCY	310	Systems
	ACCY	404	Accounting Theory
*	ACCY	504	Standard Costs
*	ACCY	509	Advanced Income Taxes
*	ACCY	515	C. P. A. Review

Business Education

	BED	622	Supervision of Business Education

Economics and Finance

Economics

	ECON	305	Current Economic Topics
	ECON	323	Introduction of Manpower Economics
	ECON	403	Intermediate Microeconomics
	ECON	505	Public Finance
*	ECON	515	Methods of Statistical Analysis
*	ECON	522	Economic Growth and Development

Finance

	FIN	339	Personal Finance
	FIN	443	Cases in Life Insurance

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* Graduate students only.

Finance (cont'd)

*	FIN	533	Security Analysis and Portfolio Management
	FIN	537	Bank Management I

Management and Marketing

Management

	MGMT	372	Operations Management I
	MGMT	493	Administrative Processes
	MGMT	577	Operations Planning and Control
	MGMT	584	Industrial Relations
*	MGMT	586	Managerial Organization and Policy

Marketing

	MKTG	358	Industrial Marketing
	MKTG	361	Introduction to Retailing
	MKTG	451	Marketing Policy and Strategy
	MKTG	553	Advanced Marketing
	MKTG	565	Advanced Advertising
*	MKTG	567	Consumer and Market Behavior

SCHOOL OF EDUCATION

Educational Administration and Foundations of Education

Educational Administration

	EDAD	621	School Business Administration
	EDAD	721	Systems Analysis in Educational Administration

Foundations of Education

	EDFD	521	Recent Developments in Educational Practice
	EDFD	523	Group Study of Problems in School Systems

* Graduate students only.

Educational Research and Statistics

**	EDRS	501	Elementary Statistics in Education
	EDRS	557	Computers and Education
**	EDRS	705	Research Design and Methodology
	EDRS	710	Design of Experiments

Elementary Education

Early Childhood Education

EDEC	551	Seminar: Science and Number Concepts in Early Childhood Education
EDEC	553	Seminar: Language Concepts and Literature in Early Childhood Education
EDEC	557	Seminar: Social Living in Early Childhood Education

Elementary Education

EDEL	519	Techniques and Principles for Elementary Classroom Management
EDEL	529	The Elementary School Child
EDEL	629	Clinical and Diagnostic Procedures in Arithmetic

Reading

EDRD	417	Evaluation Techniques for Reading Abilities
EDRD	516	Linguistics in Reading Instruction
EDRD	529	Reading and Study Problems in the Secondary School

** Doctoral students only

Guidance and Educational Psychology

EDGP	543	Group Procedures
EDGP	545	Laboratory: Interpersonal Communication Skills
* EDGP	593	Workshop: Guidance
EDGP	669	Consultation in Psychological Education
EDGP	682	Vocational Appraisal

Higher Education – Student Personnel

EDHE	651	Advanced Individual Study
EDHE	657	Higher Education
EDHE	658	Organization and Administration of High Education
EDHE	693	State-wide Control and Coordination in Higher Education

Library Science

LSCI	500	Introduction to Librarianship
* LSCI	501	Cataloging and Classification
* LSCI	503	Reference and Bibliography
* LSCI	510	Administration of the Multi-Media School Library
*** LSCI	515	Library Administration
LSCI	525	Selection of Media for Young People
LSCI	531	Public Libraries
LSCI	605	History of Books and Printing
LSCI	611	Library Resources
LSCI	617	Administration of Academic Libraries
LSCI	621	Advanced Library Management

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* Graduate students only

*** Master's degree candidates in Library Science only.

Secondary Education and Educational Media

Secondary Education

	EDSE	503	Measurement and Evaluation in the Secondary School
	EDSE	504	Teacher-Made Materials

Educational Media

	EDAV	569	Analysis and Criticism of Media Materials
*	EDAV	571	Utilization of Audio-Visual Materials in Education

Special Education and Rehabilitation

	EDSP	501	Tests and Measurements for Exceptional Children
+	EDSP	585	Education of the Gifted Child
	EDSP	623	Advanced Techniques of Individual Mental Testing
	EDSP	674	Special Education: Seminar in Special Problems

COLLEGE OF LIBERAL ARTS

Art

	ART	490/691	Directed Individual Problems—Drawing
	ART	565	Art Workshop
	ART	566	Watercolor Workshop
	ART	569	Art Workshop
	ART	661	Philosophy of Art Education

Biology

Biological Science

	BSCI	612	Laboratory Methods in Biological Science II

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* Graduate students only.

+ Undergraduate students only.

Botany

BOT	535	The Algea
BOT	601	Advanced General Botany

Microbiology/Immunology

MIIM	601	Advanced General Microbiology

Zoology

ZOOL	301	General Ecology
ZOOL	403	Research Problems in Aquatic Biology
ZOOL	605	Limnological Methods
ZOOL	703	Problems in Aquatic Biology

Chemistry

+	CHEM	543	History of Chemistry
	CHEM	548	Scientific Evidence
	CHEM	601	Modern Chemistry for Teachers
	CHEM	611	Analytical Chemistry for Teachers
	CHEM	621	Organic Chemistry for Teachers
	CHEM	631	Physical Chemistry for Teachers
	CHEM	671	Biochemistry for Teachers

Communicative Disorders

*	CD	501	Survey of Communicative Disorders
*	CD	520	Advanced Diagnostic Techniques
	CD	521	Disorders of Fluency
*	CD	523	Disorders of Articulation

+ Undergraduate students only

* Graduate students only

Communicative Disorders (cont'd)

CD	529	Academic Programs for the Hearing Impaired
CD	596	Field Work in Communicative Disorders
* CD	599	Case Study Methods

English

ENGL	324	Writing of the Short Story
ENGL	466	Faulkner
* ENGL	507	Medieval English Literature
ENGL	576	Development of the Short Story
* ENGL	592	Modern English Grammar

Geology

Geography

GEOG	111	Human Geography

Geology

GEOL	104	The Earth and Man
GEOL	603	Earth Sciences I

History

HIST	521	American Intellectual and Social History, 1607-1860

Home Economics

H EC	232	Interior Design
H EC	301	Textiles
H EC	311	Nutrition
H EC	343	Housing
H EC	412	Diet in Disease

Journalism

JOUR	505	Editorial Direction
JOUR	507	Law and Ethics of the Press

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* Graduate students only.

Journalism (Cont'd)

JOUR	511	Writing Workshop
JOUR	522	Reporting Public Affairs
JOUR	610	Mass Media and Social Change

Mathematics

MATH	267	Elementary Mathematical Analysis I
MATH	459	Introduction to Complex Analysis

Modern Languages

Italian

ITAL	101	Elementary Italian

Russian

RUSS	101	Elementary Russian

Music

MUS	613	Directed Individual Study
MUS	622	Seminar in Music Education

Philosophy and Religions

Philosophy

PHIL	301	History of Philosophy
PHIL	401	Metaphysics
PHIL	501	American Philosophy
PHIL	507	Symbolic Logic
PHIL	509	Existentialism
PHIL	513	Philosophy of Literature
PHIL	607	Major Western Philosophers

Religions

REL	308	Contemporary Protestant Thought

Physics and Astronomy

+	PHYS	533	Survey of Topics in Physics
	PHYS	565	Laboratory Methods in Physical Science I
	PHYS	581	Space Science Workshop
	PHYS	607	Survey of Nuclear Science
	PHYS	608	Survey of Electronics

Political Science

	P SC	309	The Legislative Process
	P SC	333	Criminal Investigation
	P SC	441	Criminal Law
	P SC	445	Police and the Juvenile Offender
	P SC	507	The Planning Process
	P SC	511	Contemporary International Problems
	P SC	515	American Political Thought
	P SC	531	Government and Public Policy
	P SC	645	Organizational Behavior
	P SC	671	Criminal Justice Systems
	P SC	673	Directed Studies in Criminal Justice

Psychology

	PSY	313	Analysis of Behavior
	PSY	319	Introduction to Brain Science and Behavior
*	PSY	509	Physiological Psychology
	PSY	415	Introduction to Clinical Psychology
	PSY	511	Developmental: Advanced Child Psychology

+ Undergraduate students only.

* Graduate students only.

Psychology (cont'd)

	PSY	519	Group Dynamics
+	PSY	553	Theories of Learning
	PSY	557	Attitudes and Attitude Change

Sociology and Anthropology

Anthropology

ANTH	509	Indians of Mississippi and the South
ANTH	531	Advanced Biblical Archaeology

Sociology

SOC	323	Occupations and Professions
SOC	401	Advanced General Sociology
SOC	433	Youth Corrections
SOC	443	Sociology of Religion
SOC	450	The Sociology of Psychic Phenomena
SOC	505	Practicum in Research
* SOC	535	Socialization and Society
SOC	601	Studies in Social Theory

Speech and Theatre

Radio-Television

+	SP	533	Instrumental TV Production and the Classroom
*	SP	536	Broadcast Station Management
*	SP	538	Radio Program Production
*	SP	539	Television Program Production
	SP	633	Advanced Instructional Television Production

+ Undergraduate students only.

* Graduate students only.

Speech

* SP	513	Advanced Oral Interpretation

Theatre

* SP	501	Advanced Acting

PARA-LEGAL STUDIES

LA	201	Introduction to Law
LA	202	Legal Bibliography
LA	203	Mississippi Legal Systems I
LA	204	Mississippi Legal Systems II
LA	205	Library Management
LA	206	Commercial Law I
LA	207	Commercial Law II
LA	209	Mechanics of Property Transactions
LA	213	Law Office Management
LA	214	The Legal Assistant in the Legal Profession

SCHOOL OF PHARMACY

Health Care Administration

HCA	585	Hospital Administration
HCA	595	Hospital Pharmacy Administration

URBAN AND REGIONAL PLANNING

U PL	501	Introduction to Urban Planning
U PL	509	Transportation Planning
U PL	604	Urban Planning Internship
U PL	630	Urban Design
U PL	637	Individual Research Project

* Graduate students only.

UNIVERSITY OF SOUTHERN MISSISSIPPI
JACKSON BRANCH

Proposed Courses
Fall 1976

COLLEGE OF EDUCATION AND PSYCHOLOGY

Science Education

SCE	453/553	Earth and Environmental Sciences for the Intermediate School Teacher

Counseling and Guidance

CGE	422	Curriculum Development of Career Education
CGE	434	Guidance of the Exceptional Child
CGE	737	Pastoral Counseling Seminar

Library Science

LS	642	Special Libraries

Psychology

PSY	420/520	Sensation and Perception
PSY	424/524	Animal Psychology
PSY	722	Experimental Design
PSY	723	Comparative Psychology
PSY	752	Management Training and Development
PSY	764	Factor Analysis
PSY	778	Experimental Child Psychology
PSY	779	Seminar in Development Psychology

Educational Psychology

EPY	371	Psychology of Preadolescense and Early Adolescence
EPY	476	Learning in Adult Education
EPY	722	Brain Damage and Behavior
EPY	750	Leadership
EPY	760	Intelligence: Theories and Development
EPY	774	Advanced Child Psychology
EPY	775	Advanced Adolescent Psychology

Elementary Education

CIE	414	Creative Dramatics for Children
CIE	415	Fundamentals of Children's Theatre

COLLEGE OF LIBERAL ARTS

Geography

GHY	360	Introduction to Community and Regional Planning

COLLEGE OF FINE ARTS

Music

MUS	462/562	Hymnology
MUS	365	The Enjoyment of Music
MUS	733	History of Style of Music

Theatre Arts

THE	477	Puppetry

COLLEGE OF SCIENCE AND TECHNOLOGY

Polymer Science

PSC	440/540	Drug Identification

SCHOOL OF SOCIAL WORK

Social Work

SWK	639	Problem Solving
SWK	689	Social Work Practice – Health

SCHOOL OF HOME ECONOMICS

Hotel and Home Administration

HRA	478	Seminar in Hotel and Restaurant Industry

UNITED STATES' EXHIBIT 14

[LOGO OMITTED]

JACKSON STATE UNIVERSITY
JACKSON, MISSISSIPPI 89217

July 25, 1975

OFFICE OF
THE PRESIDENT

Dr. E. E. Thrash
Executive Secretary and Director
Board of Trustees of State
Institutions of Higher Learning
Post Office Box 2336
Jackson, Mississippi 39205

Dear Dr. Thrash:

This is pursuant to your letter of July 21, and our telephone conversation of July 22 regarding the course offerings at the Universities Center.

I understand from your letter and our conversation that you consider these course offerings to be in accord with the provisions of the HEW Compliance Plan and, thus, not duplicative of the course offerings at Jackson State University.

My academic staff and I have perused this list and find that the courses are not duplicative of Jackson State University's courses with respect to nomenclature. We are concerned, however, that many of these courses seem very similar in subject matter and content. We believe that all of the courses in the field of education could easily and much more economically be offered at Jackson State University. Nevertheless, we are very appreciative of your expressed concern with abiding by the provisions of the Compliance Plan in the matter of non-duplication of course offerings at Jackson State University.

Reciprocally, if we see a need to duplicate course offerings, we shall seek permission from the Board of Trustees. Moreover, we shall continue to comply with the Plan by upgrading, strengthening, and diversifying our instructional program so as to move this institution out of its previous state of racial isolation and into the mainstream of Mississippi higher education, so as to serve all the people regardless of race, creed, sex or economic circumstances.

We at Jackson State University shall look forward to your continued support of our efforts to offer quality education to our students.

Sincerely yours,

/s/ JOHN A. PEOPLES, JR.
John A. Peoples, Jr.
President

JAP frm
Copy: Mr. W. M. Shoemaker
Dr. R. C. Cook
Mr. Milton E. Brister

UNITED STATES' EXHIBIT 15

June 5, 1974

Mrs. Carol LaCoss
Route 1, Box 159
Florence, Mississippi 39073

Dear Mrs. LaCoss:

This is to acknowledge your recent letter regarding the Universities Center. Enclosed is a copy of Mr. Brister's letter written to the Board of Supervisors of Hinds County. Please review this letter and know that the Board has searched hard for the right answers.

Thank you very much for your interest and continued support of public higher education.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

ECT:wp

Enclosure

'74 MAY 10 AM 9:45

Board of Trustees, Institutions of Higher Learning
P.O. Box 2336
Jackson, Mississippi

Attention: Dr. E. E. Thrash

Dear Dr. Thrash:

As a student currently enrolled in course number Psy 401/601, Abnormal Psychology, at the Universities Center here in Jackson, I am writing to enlist your assistance in preventing the discontinuing of most of the courses now being taught at the Center.

Students are being told that if they wish to continue their education next fall, they may enroll at Jackson State. To many of us this is not practical or desirable. I am taking my instruction at the Center at night, and would feel very uncomfortable and personally unsafe in going into the Jackson State area at night.

More important, I wish to call to your attention the appalling waste of taxpayers' money in virtually closing an educational institution of this size and scope. As a taxpayer and resident of this area, I would protest this even if I were not closely connected to the situation as a student.

Again, I urge you to do whatever you can possibly do to reverse the decision to close this vitally needed school.

Yours very truly,

/s/ Carol LaCoss

(Mrs.) Carol La Coss
Rt. 1 Box 159
Florence, Mississippi 39073

UNITED STATES' EXHIBIT 16

June 5, 1974

Mrs. E. J. White
838 Rutherford Drive
Jackson, Mississippi 39206

Dear Mrs. White:

This is to acknowledge your recent letter regarding the Universities Center. Enclosed is a copy of Mr. Brister's letter written to the Board of Supervisors of Hinds County. Please review this letter and know that the Board has searched hard for the right answers.

Thank you very much for your interest and continued support of public higher education.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

ECT:wp

Enclosure

May 8, 1974
836 Rutherford Dr.
Jackson, Miss. 39206

Dear Sir,

It is with real disappointment that I write to you asking for further consideration before closing the R. & D. Center for evening classes.

I am a housewife and student who attends Mills as well as the R. & D. Center. This will be a great waste of the taxpayers money to leave those facilities idle, not to mention the fact that many people cannot afford to attend the private colleges in Jackson. And if the White people who now attend the R. & D. Center do transfer to Jackson State, what good will a degree from Jackson State be to them?

Many of us are looking to see how you act on this situation.

Sincerely yours,

Mrs. E. J. (Katherine) White

UNITED STATES' EXHIBIT 17

June 5, 1974

Miss Karen Kennedy
1320 North West Street – #203
Jackson, Mississippi 39202

Dear Miss Kennedy:

This is to acknowledge your recent letter regarding the Universities Center. Enclosed is a copy of Mr. Brister's letter written to the Board of Supervisors of Hinds County. Please review this letter and know that the Board has searched hard for the right answers.

Thank you very much for your interest and continued support of public higher education.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

ECT:wp

Enclosure

1320 North West Street—#203
Jackson, MS 39202
May 8, 1974

Mr. Pete McGee, President
Hinds County Board of Supervisors
Post Office Box 686
Jackson, MS 39205

Dear Mr. McGee:

In the past, I took advantage of the educational services offered by the Universities Center. I was delighted with the assistance I received from the Center's personnel as well as the instruction of the staff. This letter is to express my extreme dismay over the recent decision to discontinue classes at the Universities Center. It is, indeed, a shame that now the Center will be closed to those who wished to further their education. I might add that as a professional, I had planned to attend the Universities Center in order to meet continued education requirements of my field. Now, I must consider attending night classes at the denominational schools in the area, at which, of course, the tuition will be much higher. Furthermore, I would not consider taking classes at Jackson State University because as a young woman, I would not go into this area of the city alone at night.

Let me again express my disillusionment that the millions of dollars spent by the taxpayers of Hinds County to construct and maintain this facility will be wasted. I am sure that you, as do I, consider education an important tool in raising Mississippi's economic status. I, therefore,

urge you to work to have the recent ruling to close this valuable resource overruled.

Sincerely yours,

/s/ KAREN KENNEDY
(Miss) Karen Kennedy

cc: Dr. E. E. Thrash
Miss. State College Board
3825 Ridgewood Road
Jackson, Mississippi

UNITED STATES' EXHIBIT 20

June 4, 1974

Dr. Hilton Baxter
Executive Director
Office of the Governor
Education and Training
Suite 182, Universities Center
3825 Ridgewood Road
Jackson, Mississippi 39211

Dear Dr. Baxter:

This is to acknowledge your recent letter regarding the Universities Center. Enclosed is a copy of Mr. Brister's letter written to the Board of Supervisors of Hinds County. Please review this letter and know that the Board has searched hard for the right answers.

Thank you very much for your interest and continuing support of public higher education.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

EET:wp

Enclosure

[SEAL OMITTED]
OFFICE OF THE GOVERNOR
EDUCATION & TRAINING
Suite 182, Universities Center
3825 Ridgewood Road
Jackson, Mississippi 39211

William Lowe Waller
Governor

Dr. Milton Baxter
Executive Director

May 15, 1974

Mr. Thomas N. Turner, Sr.
President
Board of Trustees of State
Institutions of Higher Learning
Belzoni, Mississippi 39038

Dear Mr. Turner:

Please find enclosed a letter I received from Mrs. Martha Kabbes. It is self-explanatory.

If I can be of any service to you or the Board, please feel free to contact me.

Sincerely,

/s/ Milton Baxter
DR. MILTON BAXTER

MB/ad

[LOGO OMITTED]

THE EDUCATION CENTER
4080 Old Canton Road 39216 962-2812
790 Raymond Road 39204 373-2746
Jackson, Mississippi

May 8, 1974

Dr. Milton Baxter
3825 Ridgewood Road
Suite 182
Jackson, Mississippi 39211

Dear Dr. Baxter:

On behalf of the staff at The Education Center, I am askir g you to contact the Board of Trustees, State Institutions of Higher Learning and request that Jackson State University be allowed to use the present facilities of the Universities Center for graduate programs. It is my understanding that Jackson State University plans to have a renovation and building program underway within the next few years and until such time, they cannot met the needs of graduate students in the Jackson area at the existing campus.

Your prompt attention and consideration of this request will be appreciated.

Sincerely yours,

/s/ Martha T. Kabbes

MARTHA T. KABBES

MTK:l

UNITED STATES' EXHIBIT 23

[LOGO OMITTED]

WJDX/WLBT
Box 2171/Area Code 601 Phone 948-3333
Jackson, Mississippi 39205

June 22, 1972

College Board
3825 Ridgewood Rd.
Jackson, Miss.

Dear Sirs,

I was informed June 21, by the Universities Center, that you were considering letting a person get a degree from the Center without attending the university from which the degree is comferred. I attended Hinds Junior College from 1970-1972 and am now classified as a Junior. I would like to stay in Jackson and go to school but I would like a degree from a major university, preferably Miss. State. I am getting married in August and money will be scarce as it is for most newlyweds. I have a good job in Jackson at WLBT and would like to stay on.

I am asking if at all possible that you will decide to allow a student get their degree from the Center without getting the now required 30 hours on campus. I understand that Jackson State is fighting this because they are a state supported school and are located in Jackson. But this is a predominantly Negro college and I feel that the white students should have a state supported institution which they could attend. I know many of my friends are in the same situation and we would all appreciate your help in this matter.

Thank you,

/s/ Steve Frazier

STEVE FRAZIER
Rt. 2, Box 197-A
Terry, Miss.

June 27, 1972

Mr. Steve Frazier
Route 2, Box 197-A
Terry, Mississippi 39170

Dear Mr. Frazier:

Thank you for your letter of June 22, expressing interest in an off-campus degree-granting program at the University Center in Jackson. At this time there are still many aspects to be considered in establishing such an off-campus branch, and the Board of Trustees is now studying all of the pro's and con's involved with the best interest of the people of Mississippi foremost in mind. Let me assure you that all possible is being done to fulfill the educational needs of the state citizenry, and a final decision is forthcoming.

Again, your interest in this vital matter is greatly appreciated. If this office may assist you further, please feel free to call on us.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

EET:cw

UNITED STATES' EXHIBIT 25

BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
3825 Ridgewood Road
P.O. Box 2336
Jackson, Mississippi 39205

TO: Dr. E. E. Thrash
FROM: Dr. Charlie Q. Coffman
DATE: April 10, 1978
SUBJECT: Meeting of April 7, 1978, concerning Universities Center Activities

---

1. General discussion reviewing priorities for academic course offerings by the universities.

2. Review of past procedures for establishing courses offered in the Center.

   a. Agreement between institutions

   b. Elimination of courses that were duplicative of those offered by Jackson State University

3. Discussion of Compliance Plan statement relating to the Universities Center and Jackson State University.

4. Conclusions (Impressions)

   a. Current courses are not duplicative of Jackson State University, based on courses known to be offered at Jackson State University.

   b. Problems that surfaced:

      1. Jackson State University does not want to request Board permission to offer courses available at the Universities Center.

2. Jackson State University can offer courses under the above idea after the ones offered at the Universities Center are approved without knowledge of the Board. Thus saying that courses are in duplication.

   Unless Jackson State University acts in good faith too, it will be difficult to provide un-duplicating through the Universities Center.

OFFICIALS ATTENDING MEETING OF APRIL 7, 1978 CONCERNING UNIVERSITIES CENTER

JACKSON STATE UNIVERSITY

Dr. Estus Smith
Dr. Oscar A. Rogers
Dr. Norman Handy
Dr. Curtis Baham

MISSISSIPPI STATE UNIVERSITY

Dr. Robert E. Wolverton
Dr. Homer Coskrey

UNIVERSITY OF MISSISSIPPI

Dr. Harvey Lewis
Mr. Maurice Inman

UNIVERSITY OF SOUTHERN MISSISSIPPI

Dr. Shelby Thames
Dr. Clyde Ginn

BOARD OF TRUSTEES STAFF

Dr. Charlie Q. Coffman
Dr. Thomas C. Meredith

UNITED STATES' EXHIBIT 28

DEGREES AWARDED
JACKSON BRANCH

Calendar Year	Degree/Program	Black	Other	Unknown
1975	Master's			
	Special Education	0	7	0
	Guidance Education	0	2	0
	School Administration	1	2	1
	Industrial Education	0	2	0
	Agricultural and Extension Education	0	3	0
1976	Master's			
	Special Education	1	2	0
	Guidance Education	0	2	0
	School Administration	1	1	0
	Industrial Education	0	3	0
	Agricultural and Extension Education	2	2	0
	Secondary Education	1	3	0
	Elementary Education	0	2	0
1977	Bachelor's			
	History	0	1	0
	Master's			
	Guidance Education	0	2	0
	School Administration	1	3	0
	Industrial Education	0	1	0
	Agricultural and Extension Education	0	2	0
	Secondary Education	1	1	0
	Elementary Education	1	17	0
	Extension Education	0	3	0
	Science	0	1	0
	Education	0	5	0

Source: Records and Registration, March, 1980

DEGREES AWARDED – Continued
JACKSON BRANCH

Calendar Year	Degree/Program	Black	Other	Unknown
1978	Bachelor's			
	Agriculture	0	1	0
	Master's			
	Agriculture	0	1	0
	Education	4	43	0
1979	Bachelor's			
	Education	0	1	0
	Master's			
	Agriculture	0	1	0
	Education	6	45	1
	Extension Education	0	2	0

Source: Records and Registration, March, 1980

UNITED STATES' EXHIBIT 39

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

FACTORS INVOLVED IN THE ADMISSION TO FRESHMAN CLASS STANDING AT STATE INSTITUTIONS OF HIGHER LEARNING IN MISSISSIPPI

February, 1976

A catalogue survey of the admission policies of the eight state universities reveals some twelve factors which various universities consider for general or regular admission to the freshman class. These factors do not necessarily represent all requirements for each university, but include those of greater importance relative to the total admission procedure. Transfer, special, or early admission programs are not included in this discussion. Possible factors as published in university bulletins include submission of scores on the American College Testing (ACT) Program test, graduation from an accredited high school with a minimum of 15 acceptable units, high school transcripts, letters or signatures of recommendation, official or formal application forms, acceptable general academic record and moral conduct, physical examination, and application fee. Some of the universities have special admission procedures for students graduating from unaccredited high schools or for those students who have completed 15 units, but have not graduated from high school.

Each of the universities requires entering freshmen to submit standardized test scores, although specific requirements vary. Two institutions, Jackson State University and Mississippi University for Women, accept either the scores for the ACT or the Scholastic Aptitude Test (SAT)

of the College Entrance Examination Board. Officials at Mississippi University for Women add that this university converts the entering student's SAT scores to equivalent ACT scores. Board of Trustees policy specifies that all applications for admission to the freshman class must be supported by the applicant's score on the ACT. Minimum scores can be established by authorities at each institution. Board policy requires that non-resident students must achieve a composite standard score of 20 unless this requirement is waived for scholarship award purposes by the executive head of the institution. Each university's specific requirements for admission relative to the ACT appear in a separate section of this report.

Most of the universities with the exception of Jackson State University and the University of Southern Mississippi require graduation from an accredited high school with a minimum of at least 15 acceptable units. The catalogues at each university specify the units required in subject areas. Mississippi University for Women will fully admit students who graduate from accredited high schools in the upper half of their classes, regardless of the specified units of credit. Mississippi Valley State University requires a minimum of 16 units. The University of Mississippi does not indicate whether or not the high school must be accredited. Jackson State University requires graduation from high school without mention of accreditation or specified credits. High school transcripts are required by the University of Southern Mississippi, although this university only implies that high school graduation is a requirement.

All eight universities require the entering freshman to forward high school transcripts to the institution. Jackson State University, however, requires the student's high school records only for those failing to have ACT scores mailed to the University or to achieve a minimum score of

15 on the ACT. The University of Mississippi indicates that the transcript must show at least 7 semesters of secondary work. Other institutions will consider admission on the basis of 6 semesters and require the final semester records to be filed later.

Three universities state that the student must file letters or signatures of recommendation: Alcorn State University, Delta State University, and Mississippi Valley State University. The other universities may have such a requirement as part of their formal application forms, but do not specify any such requirement in their respective catalogues.

Each university except Mississippi University for Women specifies that the student must submit some kind of official application form. Jackson State University requires such a form only for those students who fail to have ACT scores mailed to the University or who fail to score at least 15 on the ACT. Mississippi University for Women implies that a form is necessary, but does not specifically state this requirement.

Delta State University, Mississippi University for Women, Mississippi Valley State University, and the University of Southern Mississippi make direct reference to the need for the applicant to be of acceptable moral character and have an overall good academic record. Mississippi University for Women bases its final selection of students for admission on the student's (1) academic record, (2) ACT or SAT scores, and (3) "personal fitness for M.U.W." Other institutions may consider evidence of moral character and academic ability to be a part of the requirement for recommendations or may include the need for such evidence in the application form. Not all of the universities, however, make direct mention of this requirement in their catalogues.

Physical examinations are required by Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University. Other institutions may include a physical examination form as part of the official application form for admission.

Students who graduate from unaccredited high schools are admitted to Delta State University after special examination. Mississippi University for Women admits graduates from unaccredited high schools on a conditional basis. If the student completes 15 acceptable units without actually graduating from high school, Mississippi University for Women will also consider her for admission.

Most of the universities except the University of Mississippi state that students who are at least 20 years old and who have not graduated from high school can be admitted on the basis of satisfactory scores on the General Education Development (GED) test. Alcorn State University and Delta State University require a student to be 21 before he can be admitted through the GED program. Jackson State University specifies no minimum age. Mississippi University for Women admits "mature students" on the basis of the GED, with the general understanding that the student's normal class must have graduated from high school. Students applying at Mississippi Valley State University who take the GED can include those who are at least 20 as well as students whose high school educations have been interrupted and who are the age at which they ordinarily would have finished high school.

Two universities, Alcorn State University and Mississippi Valley State University, state that students must submit a $5.00 application fee. Alcorn State University applies this fee toward the student's registration fees; Mississippi Valley State University does not.

Specific ACT Score Requirements

Alcorn State University—Requires students to take the ACT, no minimum score given for resident or non-resident students.

Delta State University—(1) Resident students must take the ACT and submit a minimum composite standard score of 15; (2) Non-resident students must take the ACT and submit a minimum composite standard score of 20; (3) Resident students whose composite standard score is 12, 13, or 14 may be admitted on a provisional basis during the summer session; (4) Students admitted by examination (GED) must also submit the required ACT scores.

Jackson State University—(1) High school seniors who list the University as their first, second, or third choice on the ACT profile and whose composite score is 15 or above are given conditional admission without having to file the traditional application form or having their high school transcripts sent to the University; (2) High school seniors who do not list the University as their first, second, or third choice and whose composite ACT score is 15 or above are given conditional admission without filing application forms or sending their high school transcripts to the University; (3) Students may be admitted on an unconditional basis with ACT scores and certification of high school graduation; (4) Students who do not have ACT scores sent to the University and those whose composite standard score is below 15 must submit the traditional application forms and high school transcripts before being admitted; (5) Catalogue indicates that the University will also accept SAT scores, no minimum given.

Mississippi State University—(1) Requires students to take the ACT and submit minimum scores of 15 for resident and 20 for non-resident students. Some non-resident

students may be admitted on a score of less than 20 in the case of scholarships; (2) Students may be admitted with a minimum ACT score of 13 for special summer school admission and must maintain a C average in any courses for which they register during the summer; (3) Students admitted by examination (GED) must also meet all other admission requirements.

Mississippi University for Women—Requires students to take either the ACT or the SAT and submit satisfactory scores. Officials at MUW add that a regression equation is used for admission purposes. This equation, developed for MUW, uses the student's high school grade point average on academic subjects only, the ACT composite (SAT scores are converted to equivalent ACT scores), and the norms established by previous freshmen. A student with a predicted grade average of 65 or above is accepted for admission.

Mississippi Valley State University—(1) Requires students to take the ACT, no minimum score given for resident or non-resident students; (2) Students admitted by examination (GED) must also submit the required ACT scores.

University of Mississippi—(1) Requires resident students to submit a minimum composite standard score of 15 on the ACT or 680 total on the SAT. Students admitted on the basis of SAT scores must take the ACT during fall Orientation; (2) Requires non-resident students to submit a minimum composite standard ACT score of 20 or 870 on the SAT. Students admitted on the basis of SAT scores must take the ACT during fall Orientation; (3) Students receiving the Non-Resident Alumni Awards are admitted under the requirements for resident students.

University of Southern Mississippi—(1) Resident students must take the ACT and submit a minimum composite

score of 15; (2) Non-resident students must take the ACT and submit a minimum composite score of 20; (3) Students admitted by examination (GED) must meet all other University admission requirements.

UNITED STATES' EXHIBIT 48

BOARD OF TRUSTEES ACTIONS REGARDING ACT SCORES

REGULAR STUDENTS

May 20, 1976

Board of Trustees approved the following enrollment and retention policy relative to admissions in all institutions.

> Effective with the fall registration, 1977-78, the eight universities are required to limit enrollment of entering freshmen to those students scoring nine (9) or above on the American College Test (ACT). Those institutions which presently have an entrance standard requiring a higher ACT score must maintain that minimum admission score.
>
> Those freshman students admitted in the fall of 1976 with an ACT score less than 9 must make a "C" average or a quality point average of 2.0 out of 4.0 during the combined first two semesters of attendance or be dropped from the university.

February 17, 1977

Board of Trustees approved the following enrollment policy relative to admission standards for doctoral-level universities.

> All students for regular admission must score 15 or higher on the American College Test. Students with an ACT score of 12, 13, and 14 may be admitted to the summer session on probation. These students are required to earn a 2.0 grade point average out of 4.0 with an academic course registration of a minimum of a full-time load if they are to be readmitted for the

regular session. The maximum number of students admitted with less than an ACT of 15 shall be no more than the five (5) percent of the previous year's enrollment at the freshman level.

June 16, 1977

Board of Trustees approved a change in the February 17 policy statement, exempting students whose commitments on admission had been made prior to February 17, 1977.

Those students who received commitments on admission from the universities prior to the February, 1977, meeting of the Board of Trustees are exempt from the regulations adopted at that time pertaining to the minimum achievement on the American College Testing Program.

The names of the students in this category should be furnished to the Board office and the Chairman of the Instruction, Administration, and Policy Committees.

December 15, 1977

The admission standards of May 20 were revised, and the standards of February 17 were rescinded by the Board of Trustees as follows:

The Board approves the revision of the admission standards adopted May 20, 1976 as follows:

Effective with the fall registration, 1977-78, the eight universities are required to limit enrollment of entering freshmen to those students scoring nine (9) or above on the American College Test. Those institutions which presently have an entrance standard requiring a higher ACT score must maintain that minimum admission score.

The Board rescinds the admission standards adopted February 17, 1977, and adopts the following:

> In addition to students admitted at the current minimum admission ACT scores, an institution may enroll five (5) percent of the previous fall freshman class enrollees to accommodate talented and/or high risk students with an ACT score of nine (9) and up to the current (1977-78) minimum admissions ACT score of that particular institution.

April 28, 1977

The Board of Trustees formulated a uniform policy governing scholarships and grants for children of alumni living outside Mississippi as follows:

> Formulation of a uniform policy designed to phase out and eliminate grants and scholarships solely

UNITED STATES' EXHIBIT 56

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

RATIONALE OF THE BOARD OF TRUSTEES IN ADOPTING MINIMUM ACT SCORE REQUIREMENT FOR ADMISSION

1. The Board is committed to upgrading the quality of education at all universities, especially the historically black institutions.
2. Limited resources must be used for educational opportunities for the students with the best chance of success in graduating from the universities.
3. The Board selected the American College Testing Program many years ago as one of the criteria for admission. Effective in the fall of 1977, no student will be admitted with an ACT composite score of less than 9. Of the 2,546,076 college bound students in the United States who took the ACT from 1972-75, 95 percent scored above 9.
4. Of the graduates of teacher education programs of the historically black institutions of the state of Mississippi who took the National Teachers Examination, 50 percent did not score a composite of 850, currently the score being used as the minimum score required to be licensed to teach in Mississippi.
5. Experience has proven that students making less than a composite of 15 on the ACT have a 25 percent chance of graduating, whereas all students have a 50 percent chance regardless of reasons for dropping out of school.
6. The traditional faculty at universities are not the best manpower to use in remedial work with those

students who are less well-prepared for college-level work.

7. In recent years, an increasing number of students have been admitted with lower ACT scores. Since 1973, at least 30 percent of the enrollees at the historically black universities in Mississippi have scored 9 or below.

8. During the past three years, less than 20 percent of the graduates of the Mississippi Valley State University nursing program have passed the licensure examination to practice as a Registered Nurse.

9. The Carnegie Commission reports evidence that blacks with the same ACT score as whites achieve lower grade point averages in college than the white students. Despite this apparent fact, the Board has selected a lower ACT score as the minimum for the historically black institutions than the scores established as the minimum requirement at the historically white institutions.

10. The Board recognizes that junior colleges in the state have open admission policies, allowing all citizens the opportunity to attempt college level work.

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

POSSIBLE OBJECTIONS TO THE USE OF A MINIMUM ACT SCORE AS THE SOLE CRITERION FOR ADMISSION

1. High school grades have provided the best single predictor of college success. However, it is the consensus of opinion that aptitude test scores along with high school grades will give a better projection of college success in the first year of performance.
2. Standardized tests are generally considered to have a degree of cultural-ethnic bias.
3. The historically black institutions are committed to upgrade those citizens with the greatest educational deficiencies.
4. Allocation of resources is related to enrollment and production of student credit hours.
5. Substantial federal grants are available for special service programs (remedial) at institutions of higher learning.
6. Federal programs of student aid provide most of the funds needed by economically deprived citizens to attend institutions of higher learning.

GENERAL INFORMATION – ENTRANCE EXAMINATIONS

ACT (American College Testing Program)

The academic tests cover four subject matter areas: English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading.

Standard scores range from 1 (low) to 36 (high). While the minimum standard score for all four tests is 1, the maximum standard score differs for each of the four tests: English Usage, 33; Mathematics Usage, 36; Social Studies Reading, 34; Natural Sciences Reading, 35.

The Composite score is the average of the combined standard scores on the four academic tests. The minimum Composite score is 1; the maximum is 35.

The average Composite score for college-bound high school students is approximately 19. (Based on 2,546,076 college-bound students who took the ACT Assessment 1972-1975).

The average ACT Composite scores for Mississippi's state universities for 1975-1976 were:

Alcorn State University	10.91
Delta State University	18.66
Jackson State University	11.78
Mississippi State University	19.53
Mississippi University for Women	18.14
Mississippi Valley State Univ.	10.31
University of Mississippi	19.87
University of Southern Miss.	18.20
AVERAGE MEAN	15.93

SAT (Scholastic Aptitude Test of the College Board Admissions Testing Program)

There are two divisions of this test: Verbal and Mathematics. No composite score is computed as a part of scores

reported by this testing service. Individual colleges and universities may add the scores of the Verbal and Mathematics sections together to arrive at what they use for a composite score.

Scores for both sections of the test range from 200 (low) to 800 (high).

The national average for college-bound seniors in 1975-76 was 431 Verbal and 472 Mathematics.

Comments of the SAT/ACT Testing Programs:

"Perhaps the most reliable research findings in education are that high school grades are predictive of college grades and, further, that academic aptitude tests and high school grades combined are a better predictor of college grades than either alone."

Source: 1976-77 Edition, *Using the ACT on the Campus,* American College Testing Program, 1976, p. 5.

(Concerning SAT scores as predictor of college performance) ". . . usually, test scores do not predict as well as the student's high school record. Neither high school record nor test scores alone are as accurate as a combination of the two. For some colleges, the most accurate predictor is a combination of a student's SAT scores, high school grades, class rank, and Achievement Test (College Entrance Examination Board) scores."

The SAT "measures verbal and mathematical reasoning abilities. It is intended to supplement the secondary school record and other information about the student in assessing competence for college work."

Source: *Guide for High Schools and Colleges,* College Entrance Examination Board, 1976, pp. 19 and 2.

"Colleges and universities can be grouped into at least three classes according to their policy regarding admission of students: highly selective; moderately selective; and minimum selective, or open door."

"The ACT Composite score is frequently used in selective admission situations. The mean ACT Composite score for college-bound high school students is a standard score of approximately 19. Scores between 15 and 20 should be considered low average, and scores between 20 and 25 should be considered high average. Scores above 25 are clearly superior, and scores below 15 indicate a student with a restricted educational development background."

Source: 1976-77 Edition, *Using the ACT on the Campus,* American College Testing Program, 1976, p. 12.

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

SUMMARY OF GENERAL REQUIREMENTS AND FACTORS CONSIDERED FOR ADMISSION TO FRESHMAN CLASS, RESIDENT STUDENTS

Institution	*Open Admission Policy	Standardized Test Scores	CEEB Achievement Tests	High School Record (Grade)	High School Rank	**Required High School Units	Graduation From Accredited High School	Individual Evaluation	
								Extra-curricula Activities	Recommendation Good Conduct Record
University of Alabama	–	X	–	X	–	X	–	–	–
Auburn University	–	X	–	X	–	X	X	–	–
University of Arkansas	X	X (if high school average is less than "C")	–	X	–	X	X	–	–
University of Florida	–	X	–	X	X	X	X	X	X
University of Georgia	–	X	X	X	–	X	–	X	X
University of Kentucky	X	X	–	X (not required of all students)	–	–	X	–	–

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

SUMMARY OF GENERAL REQUIREMENTS AND FACTORS CONSIDERED FOR ADMISSION TO FRESHMAN CLASS, RESIDENT STUDENTS – Continued

Institution	*Open Admission Policy	Standardized Test Scores	CEEB Achievement Tests	High School Record (Grade)	High School Rank	**Required High School Units	Graduation From Accredited High School	Individual Evaluation	
								Extra-curricula Activities	Recommendation Good Conduct Record
Louisiana State University	X	X	–	–	–	–	X	–	–
University of Maryland	–	X	–	X	X	–	–	–	–
University of North Carolina	–	X	X	X	X	X	X	–	X
Clemson University	–	X	X	X	X	–	–	X	X
University of South Carolina	–	X	–	X	–	–	–	–	–
University of Tennessee	–	X	–	X	–	X	X	–	–
University of Texas	–	X	X	–	X	X	X	–	–
University of Virginia	–	X	X	X	X	X	X	X	X
University of West Virginia	–	X	–	X	–	X	X	–	–

* Upon graduation from accredited or approved high school.

** Number and/or special subjects.

Institution	Standardized Test Used	Minimum Score Required?	Consideration Given to High School Records	Special Programs for Students With Poor Records	*Special Admission Programs?
University of Tennessee	ACT	Yes	Either an ACT score of 17 or high school average of 2.25. Admission is not denied solely on this basis however	Yes, special adviser is assigned	Yes
University of Texas (reserves the right to limit enrollment on the basis of ability and university resources)	SAT	No	Acceptable rank in relation to SAT scores	Yes, provisional admission program	Yes
University of Virginia (admission on individual evaluation)	SAT	No	Acceptable class rank required	Not discussed in bulletin	No

Institution	Standardized Test Used	Minimum Score Required?	Consideration Given to High School Records	Special Programs for Students With Poor Records	*Special Admission Programs?
West Virginia University	ACT	No	High School average determines when student should apply for admission	Not discussed in bulletin	No

* *Special Admission* – Early admission, admission of non-graduates of high school, etc.

NOTE: Most of the above universities apply standardized test scores for purposes of admission, placement, and scholarship consideration combined. None of the universities uses test scores alone for the admission decision.

UNITED STATES' EXHIBIT 103

April 11, 1972

Dr. John K. Folger, Executive Director
Tennessee Higher Education Commission
908 Andrew Jackson State Office Building
Nashville, Tennessee 37219

Dear John:

The Mississippi Legislature has authorized the Board of Trustees of Institutions of Higher Learning to establish degree-granting branches at former resident centers in several locations throughout the state. One is in Natchez, about forty miles from Alcorn A. & M. College, a black institution, and another branch in Jackson across town from black Jackson State College. I'm sure you realize the implications of this decision. I am aware of the litigation in Tennessee regarding Tennessee State University and the Nashville Center and expect that we in Mississippi will face similar action. I have copies of Judge Gray's opinion of August 21, 1968, and his memorandum and order of February 3, 1972, but would appreciate having a copy of the 'white presence' plan you submitted on March 15, 1972, and any additional information concerning your strategy in compiling the plan for August 1, 1972.

If the above request is too confidential, I will understand and wish for you the best of luck.

Sincerely yours,

E. E. Thrash
Executive Secretary and Director

EET:st
bc: Dr. Charles Miller

Dr. John K. Folger, Executive Director
Tennessee Higher Education Commission
908 Andrew Jackson State Office Building
Nashville, Tennessee 37219

Dear John:

The Mississippi Legislature has authorized the Board of Trustees of Institutions of Higher Learning to establish degree-granting branches at former resident centers in several locations throughout the state. One is in Natchez, about forty miles from Alcorn [A. & M.] College, a black institution, and another branch in Jackson across town from black Jackson State College. I'm sure you realize the implications of this decision. I am aware of the litigation in Tennessee regarding Tennessee State University and the Nashville Center and expect that we in Mississippi will face similar action. I have copies of Judge Gray's opinion of August 21, 1968, and his memorandum and order of February 3, 1972, but would appreciate having a copy of the 'white presence' plan you submitted on March 15, 1972, and any additional information concerning your strategy in compiling the plan for August 1, 1972.

If [the above request is too confidential, I will understand and wish for you all the best of luck.]

Thank you for your cooperation.

[SY]

NOTE: The matter in brackets indicates hand written corrections to the typewritten letter.

UNITED STATES' EXHIBIT 200

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING

PROGRAMS APPROVED JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
Alcorn State University	Bachelor's	Applied Mathematics & Computer Science	2/75
	Bachelor's	Educational Psychology	1/80
	Bachelor's	Industrial Technology	8/76
	Bachelor's	Nursing	2/77
	Master's	Agriculture	1/80
Delta State University	Bachelor's	Crafts	11/73
	Bachelor's	Environmental Science	1/80
	Bachelor's	Fashion Merchandising	8/76
	Bachelor's (BBA)	Insurance and Real Estate	2/77
	Bachelor's (BFA)	Interior Design	1/79
	Bachelor's	Library Science	10/73
	Bachelor's	Management Information Systems	1/76

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
Delta State University Continued	Bachelor's	Nursing	2/77
	Bachelor's	Psychology	5/74
	Master's	School Psychology	1/80
	Master's	Traffic Safety Education	8/76
	Specialist	Business Education	1/76
	Specialist	Secondary Education	1/79
	Doctorate (Ed.D)	Professional Studies	8/80
Jackson State University	Bachelor's	Art	1/78
	Bachelor's	Finance	2/77
	Bachelor's	Fire Protection & Safety Technology	8/76
	Bachelor's	Management	2/77
	Bachelor's	Marketing	2/77
	Bachelor's	Meterology	5/75
	Bachelor's	Office Administration	1/80
	Bachelor's (BM)	Piano	1/78
	Master's (MPA)	Accounting	2/77

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
Jackson State University Continued	Master's	Biology	6/74
	Master's	Chemistry	6/74
	Master's	Computer Science	6/74
	Master's	Economics	9/77
	Master's	Educational Technology	8/78
	Master's	English	6/74
	Master's	Environmental Science	6/74
	Master's	History	6/74
	Master's	Mathematics	6/74
	Master's	Political Science	6/74
	Master's	Sociology	6/74
	Master's	Public Policy and Administration	6/77
	Specialist	Business Education	9/77
	Doctorate (Ed.D)	Early Childhood Education	8/79
Mississippi State University	Bachelor's	Agricommunication	8/76
	Bachelor's	Real Estate and Mortgage Financing	8/78
	Bachelor's	Surveying	8/75

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
Mississippi State University Continued	Master's	Adult Education	1/76
	Master's (ME)	Engineering (Aerospace, Agricultural, Biological, Chemical, Civil, Electrical, Industrial, Mechanical, Nuclear, Petroleum)	1/76
	Master's (MPPA)	Public Policy and Administration	6/77
	Master's	Statistics	8/76
	Doctorate (Emphasis)	Agricultural & Extension Education	8/80
	Doctorate (Ph.D)	Food Science & Technology	8/75
	Doctorate	Forest Resources	8/79
Mississippi University for Women	Bachelor's	Art History	8/80
	Bachelor's	Broadcasting	1/78
	Bachelor's	Broadcast Journalism	1/78
	Bachelor's	Dance	8/80
	Bachelor's	Paralegal Studies	8/79
	Master's (MFA)	Art	1/78

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
Mississippi	Master's	Clothing, Textiles & Merchandising	8/79
University	Master's	Family and Human Development	8/79
for	Master's	Nursing	1/75
Women	Master's	Physical Education	1/78
Continued	Doctorate (Ph.D)	Home Economics Education	1/80
Mississippi	Certificate	Social Gerontology	2/77
Valley	Bachelor's	Computer Science	6/75
State	Bachelor's	Social Gerontology	2/77
University	Master's	Environmental Health	1/76
University	Certificate	Paralegal Assistant	8/75
of	Bachelor's	Computer Science	1/75
Mississippi	Bachelor's	Court Reporting	8/76
	Bachelor's	Forensic Science	4/74
	Bachelor's (BBA)	Managerial Finance	1/80
	Bachelor's	Manpower	8/75
	Bachelor's (BPL)	Paralegal Studies	2/77

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
University of Mississippi Continued	Bachelor's (BSW)	Social Work	8/76
	Bachelor's (BFA)	Theatre	1/76
	Master's	Criminal Justice	5/75
	Master's	Public Administration	9/74
	Master's	Student Personnel	8/75
	Specialist	Business Education	2/75
	Specialist	Communicative Disorders	10/74
	Specialist (HS)	History	2/77
	Specialist (SSS)	Social Science	2/77
University of Mississippi Medical Center	Bachelor's	Cytotechnology	1/80
	Master's	Community Health Nursing	6/74
	Master's	Pathology	9/74
	Master's	Pediatrics Nursing	6/74
	Master's	Psychiatric Nursing	6/74
	Doctorate (Ph.D)	Pathology	9/74

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
University of Southern Mississippi	Bachelor's	Building Construction Technology	9/73
	Bachelor's	Computer Technology	9/73
	Bachelor's	Electronics Technology	8/78
	Bachelor's	Food Science & Technology	9/73
	Bachelor's	Hotel & Restaurant Management	3/74
	Bachelor's	Industrial Technology	9/73
	Bachelor's	Interior Design	8/76
	Bachelor's	Mechanical Technology	9/73
	Bachelor's	Paralegal Studies	8/76
	Master's	Community Health Nursing	3/74
	Master's	Computer Science & Statistics	6/74
	Master's	Criminal Justice	3/74
	Master's	Nursing Service Administration	3/74
	Master's	Psychiatric-Mental Health Nursing Practitioner	3/74
	Master's	Public Relations	8/80
	Master's	Research & Evaluation	1/80

PROGRAMS APPROVED – Continued
JANUARY, 1973 THROUGH AUGUST, 1980

Institution	Level	Program	Date
University of	Specialist	Home Economics	9/74
Southern	Specialist	Industrial and Vocational Education	8/76
Mississippi	Specialist	Physical Education	2/77
Continued	Doctorate (D.M.)	Performance & Pedagogy	3/74

UNITED STATES' EXHIBIT 346

Assessment of Academic Ability – High School Grades

In some situations, a student's high school record has been found to be the best single predictor of his success in college. The high school record is a summary of the academic work performed over a period of several years while a test involves 3 to 4 hours of performance in a test situation. Thus, although tests both overlap and supplement high school grades, it would be foolish to abandon this traditional source of valuable information. Consequently, as a regular part of the ACT Assessment, students are asked to report their high school grades so that grades can be routinely used along with test scores in predictions of college performance.

* * * * *

High School Grades and College Academic Accomplishments

The best indicator of future success is often past success in a similar setting. As would be expected from this, high school grades have long been considered the best single indicator to use in predicting college success. Because of the usefulness of high school grades for this purpose and the need to have high school grades readily available for predictive analyses, ACT collects information about high school grades as a routine part of the ACT Assessment.

* * * * *

Implications for users. The implications of these results are that generally whatever prediction of college accomplishment which either high school grades or test scores give, the two in combination will give better predictions. The implication for the user is that unless he has a special reason to use only one type of predictor, he should

consider their use in tandem. Another implication of these three sections on the prediction of college academic accomplishment is that while generally good prediction is possible, there is variability among colleges on the degree of prediction attained. This result implies both the need for local validity studies and the need to examine aspects of the differences in predictability which occur.

Finally, an important implication of the results of these sections is that while the prediction of college academic accomplishment by high school grades and test scores is good when compared with other types of prediction in education and the social sciences, the predictors still account for only a modest portion of the variation which occurs in the criterion. Thus, while these two variables (high school grades and ACT scores) are among the very best available predictors for college academic accomplishment, they in no way guarantee resultant college accomplishment.

* * * * *

UNITED STATES' EXHIBIT 407

[LOGO OMITTED]

DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
Washington, D.C. 20201

November 10, 1973

Dr. Thomas N. Turner
President
Board of Trustees of State Institutions
of Higher Learning
1855 Eastover Drive
Post Office Box 2336
Jackson, Mississippi 39205

Dear Dr. Turner:

On July 13, 1973, I acknowledged receipt of the Trustees' submission of the June 7, 1973, "Plan of Compliance," as requested by my letter to you of May 21, 1973.

We have reviewed the June 7 submission in detail (as well as the information submitted earlier in response to my letters of March 27 and May 10, 1973) and have evaluated the submission in terms of the criteria set forth on pages two and three of my letter of May 21.

As a result of this review and evaluation, I have reluctantly concluded that the June 7 submission is not a "statewide [higher education] desegregation plan" within the terms of the opinion and judgments of the United States Court of Appeals for the District of Columbia in *Adams* v. *Richardson,* 480 F. 2d 1159 (D.C. Cir. 1973), copies of

which I furnished you in my letter of July 13. I have also concluded that your submission shows no promise of being, when implemented, an "acceptable plan" within the meaning of those judgments. Moreover, we have had the opportunity in the last five months to focus more thoroughly on the issues involved and as a consequence we have developed additional criteria which we hope will assist you in meeting the legal obligations imposed by Title VI of the Civil Rights Act of 1964. We believe that these criteria should significantly assist the state in accelerating its efforts to develop a plan which, when implemented, will bring the Mississippi System of State Institutions of Higher Learning into compliance with Title VI.

Accordingly, this letter will advise you, pursuant to Section 80.8(d) of the Departmental Title VI Regulation, 45 CFR Section 80.8(d), of the specific reasons which I believe compel a determination that the Mississippi State System is not currently in compliance with Title VI of the Civil Rights Act of 1964 and with that Regulation. If the State System fails to develop and submit to this Office by November 30, 1973, a satisfactory commitment to comply with Title VI, I will have no alternative but to initiate enforcement action to secure the System's compliance, which action may include referral to the Department of Justice with a recommendation that appropriate judicial action be initiated. The commitment must acknowledge in writing an obligation to eliminate the vestiges of the dual System of higher education, and must commit the State System to immediately begin to develop an acceptable desegregation plan and to submit that plan to this Office within 90 days from receipt of this letter. The commitment must also describe in detail the procedure and timetable to be used in developing the plan.

Pursuant to Section 80.8(d), no enforcement action will be taken before November 30, 1973, and until that time I and members of my staff will be available for further discussion of the State System's apparent violations of Title VI and of appropriate remedies for those violations. As indicated above, it is our hope that this period will provide the System an opportunity to submit a satisfactory commitment for State-wide desegregation, and thereby to demonstrate the possibility of complying voluntarily through implementation of an acceptable plan.

I. FINDINGS

A. *Student and Faculty Patterns*

In appraising the extent to which vestiges of the dual higher education System may remain in Mississippi, this Office has considered first your statistics concerning faculty and students, eliminating for this analysis junior colleges, the Medical Center, and the Gulf Coast Research Laboratory. The present racial composition of the faculties and student bodies at all eight remaining institutions appears clearly attributable to the existence of the prior dual System based on race. Accordingly, we must conclude that the dual System has not yet been fully disestablished.

As to faculty, there were in fall 1972 413 full-time black faculty, representing 16.7 percent of a total of 2478 full-time faculty employed by the eight senior institutions. Of the 413 black faculty, 405 (98.3) percent) were employed at the three institutions which were black institutions during the period of enforced racial segregation: Alcorn A. & M., Jackson State College, and Mississippi Valley State College. The remaining black faculty were employed by the five historically white institutions, where they comprised .4 percent of the total faculty. The number and percentage

of black faculty at those institutions, and the total number of faculty, were as follows:

	Total Faculty	Black Faculty	Percent Black
Delta State College	162	0	0
Mississippi State University	643	4	.6
University of Mississippi	395	1	.3
University of Southern Mississippi	721	2	.3

(Mississippi State College for Women is excluded from this analysis because no relevant employment data for the College was submitted.)

Non-blacks comprised 27.1 percent of the total faculty at the three historically black institutions, distributed as follows:

	Total Faculty	Non-Black Faculty	Percent Non-Black
Alcorn A. & M.	125	44	35.2
Jackson State College	309	81	26.2
Mississippi Valley State College	123	26	21.1

With regard to students, there were in fall 1972 9,967 blacks enrolled among a total of 34,544 full-time undergraduates at the eight institutions (28.8 percent). Of the total number of black students, 8715 (87.4 percent) were enrolled at the historically black institutions where they constituted 99.8 percent of the total enrollment, as follows:

	Total Students	Black Students	Percent Black
Alcorn A. & M.	2254	2245	97.6
Jackson State College	4110	4104	99.9
Mississippi Valley State College	2371	2366	99.8

The remaining black students attended the five institutions which were white institutions during the period of enforced segregation, where they comprised 1252 (4.8 percent) of the total 25,818 students enrolled:

	Total Students	Black Students	Percent Black
Delta State College	2281	195	8.5
Mississippi State College for Women	2224	181	8.1
Mississippi State University	7840	279	3.5
University of Mississippi	6212	207	3.3
University of Southern Mississippi	7262	390	5.4

From the statistics, it appears that Mississippi has made a first significant step toward faculty desegregation at the historically black institutions, but that no such progress has been made at the historically white institutions. It appears that some recent progress has been made in enrollment of black students at the historically white institutions: from enrollment in those institutions of 8.2 percent of all black students in 1970, to 12.6 percent in 1972-73. There has been no progress, however, in desegregating the

historically black institutions, which had a .1 percent non-black enrollment in 1970-71 and a .2 percent non-black enrollment in 1972-73.

B. ***Institutional Roles and Curricula***

The Mississippi System has grown and is growing: from a 1968 undergraduate enrollment of 30,506, the eight institutions grew to a 1972 enrollment of 34,554, an increase of 11.7 percent. Analyses of the State's recent building program, and of curricula changes at those institutions, indicate that they have tended and will continue to tend to reinforce the continuing effects of your System's duality.

The role of each historically black institution is effectively contrasted with those of neighboring historically white ones by the limited breadth and variety of the black colleges' curricula; our analysis indicates those programs will remain insufficient to attract significant numbers of white students. Program duplication between neighboring historically black and white institutions is extensive; within areas of duplication, the white institutions generally offer broad programs while the black institutions offer only limited opportunities. The white institutions also offer programs unique to their geographic regions, and likely to attract students for academic reasons, far more frequently than do the black institutions. While many of these unique programs have been developed in the white institutions only within the past three years, the major programs in the black schools remain concentrated in traditional fields.

For example, Alcorn A. & M. is one of two four-year institutions in the southern portion of the State, the other being the University of Southern Mississippi (U.S.M.). Since 1970 U.S.M. has initiated or reorganized 21 aca-

demic programs, begun a three-year Bachelor Degree program, and upgraded two resident centers to degree-granting branches, one of which is close to Alcorn in the southwestern corner of the State. In the same period Alcorn has approved nine new majors. Thus U.S.M. currently grants 15 Bachelor Degrees in 8 divisions, covering 105 majors; Alcorn grants 2 Bachelor Degrees covering 30 majors. While U.S.M. is undertaking programs which promise to attract black students to that campus, notably Project IODINE and certain recruitment and retention efforts, it appears unlikely that Alcorn will attract significant numbers of white students.

Contrast also exists between Alcorn A. & M. and Mississippi State University (M.S.U.), which while not in geographic proximity, are Mississippi's two land-grant institutions. While Alcorn has instituted four new agricultural majors since 1970, M.S.U. at that time had already 24 majors in the College of Agriculture and two majors in Forest Resources. Construction since 1971 has reinforced the different agricultural capabilities of the two institutions, and generally has increased the disparity between their physical plants. Since 1971 Alcorn has constructed or begun to construct faculty housing, an agricultural building, a student union expansion, and student dormitories; M.S.U. has constructed or begun to construct a library annex, a forest products utilization laboratory, a veterinary science building, an entomology complex, a dairy sciences building, and a seed technology building. The Mississippi Agricultural and Forestry Experiment Station of M.S.U. is operated jointly with the Alcorn Branch Experiment Station, and Alcorn agricultural staff members also hold appointments in the MAFES. Nonetheless, the preponderance of agricultural curricula and facilities at M.S.U. make it a clearly more attractive alternative to white

students who desire an agricultural education at a land-grant institution.

In the northwest quadrant of Mississippi, historically white Delta State College offers extensive "nonprofessional" Bachelor of Science degrees, a Bachelor of Science degree in Criminal Justice, and Bachelor of Arts and Science degrees in Secondary Education which are separate from its academic arts and sciences curricula. None of these programs are offered at historically black Mississippi Valley State, the only other institution in the northwest area. Delta's broad-based academic curricula, not available at Mississippi Valley, have been reinforced through inception of graduate and education programs in 1970 and business curricula in 1969. In contrast, Mississippi Valley's most extensive programs are in industrial education; its newly begun health and community service majors, while likely to attract both white and black students, represent far less of a diversification or expansion than that which has occurred at Delta.

Although not geographically close, Jackson State College and the University of Mississippi are the most diversified of the historically black and white institutions. Jackson, the largest of the black institutions, remains primarily a teacher's college with fairly extensive education offerings, although since 1970, 12 new departments have been added to its curricula and 17 programs expanded to create a more diversified liberal arts program. The University of Mississippi, which continues to have the broadest liberal arts and pre-professional offerings in the State, has just created 6 new departments out of its former School of Education. This duplication of most of Jackson's programs in education appears to represent a substantial disincentive for

white students to attend Jackson, although Jackson's growth in this area could have attracted such students.

Some cooperative programs between neighboring historically white and black institutions, as well as certain efforts of individual white institutions, have shown promise of aiding desegregation. One such program has been that between Mississippi State and Mississippi Valley State which was directed, successfully, toward gaining the latter's accreditation through faculty exchange and through study by Mississippi Valley faculty at Mississippi State. Promise is also shown by the cooperative programs between Alcorn and U.S.M. at the latter's Natchez branch, by the cooperation already described between Alcorn and M.S.U. in agricultural programs, and by programs involving Mississippi Valley and the University Medical Center, and Mississippi Valley and three of the historically white four-year institutions. Your information does not indicate however, the precise nature of each institution's participation in such programs, or the numbers of participants from the various institutions.

II. *SUBMISSION OF JUNE 7, 1973*

On March 27, 1973, we requested detailed information on your institutions of higher learning, in order to fully evaluate the compliance of Mississippi's State System with Title VI. On May 21, 1973, when we wrote to you requesting an acceptable plan to achieve that compliance, our Office had not yet received that information, and we were therefore unable to discuss problems of compliance other than those reflected in the enrollment and employment statistics discussed in that letter and in Section I of this letter. Nonetheless, we posited with some specificity the objectives and level of detail of an acceptable plan:

> . . . I am requesting that you devise a plan which will increase significantly the presence of white students and faculty at the predominantly black institutions and increase significantly the presence of black students and faculty at the predominantly white institutions. In addition, this plan must, where necessary, provide supportive services to minority students designed to provide them with reasonable opportunity to complete their education successfully at the latter institutions.
>
> * * *
>
> Each step of the plan should include a description of its predicted contribution to desegregation at each institution and a timetable for its implementation. You should also indicate by institution, the degree of student and faculty desegregation which you project for each school year during the period of the plan's operation. We suggest in the development of your plan that you seek the full participation of all concerned segments of the white and black communities.

Notwithstanding this request, the submission of June 7, entitled a "Plan of Compliance," holds out no realistic promise of any significant change in enrollment or employment patterns and identifies neither specific positive steps to accomplish such change nor specific predictions of change. With few exceptions, the submission states policies of prospective nondiscrimination in various aspects of the higher education process, without detailing actions which will eliminate the effects of past racial segregation under law.

The only areas in which the submission is at all specific are those of Student Recruitment and Equal Employment

Opportunity. Five steps are identified with regard to recruitment, including provision of admissions information to "all high schools and junior colleges" and "assignment of the responsibility of minority student recruitment to a specific person or group," recruitment visits to high schools and junior colleges, special efforts to recruit minority students, and use of minority personnel and organization for recruitment purposes but the failure to provide sufficient detail with respect to the latter three renders a meaningful assessment of the potential impact on student enrollment impossible. With regard to employment, the submission requires each institution "to have an affirmative plan pertaining to equal employment opportunities as prescribed by Executive Order 11246," but does not state the extent to which prospective plans will redress the existing faculty employment pattern.

Although the State's submission does mention recently-approved construction at the three historically black institutions, it does not indicate when the construction will be complete, whether it is designed to increase enrollment capacities, or the precise contribution to desegregation the construction is expected to make.

The overall objective of an acceptable plan is the desegregation of the Mississippi System of State Institutions of Higher Learning so that a student's choice of institution or campus, henceforth, will be based on other than racial criteria. This objective should be achieved through a plan for specific actions by the Mississippi System and its individual institutions, coordinated at the State level to promote a unified approach throughout the System. As the United States Court of Appeals for the District of Columbia stated in its June 12, 1973 decision in *Adams* v. *Richardson*:

> The problem of integrating higher education must be dealt with on a statewide rather than a school-by-school basis. [footnote omitted] Perhaps the most serious problem in this area is the lack of statewide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals. A predicate for minority access to quality post-graduate programs is a viable, co-ordinated state-wide higher education policy that takes into account the special problems of minority students and of Black colleges.

Your submission of June 7 does not constitute a plan which fulfills these criteria, and as noted, shows no realistic promise of achieving the objective of desegregation.

III. *ELEMENTS OF AN ACCEPTABLE PLAN*

A. *SCOPE*

1. *Burden and Impact*

An acceptable plan must provide for desegregation, as a unified System, of all the institutions concurring in the June 7 submission. It must be specific both as to objectives and processes, and each action in the plan must be set forth in detail. The plan and its implementation may not place a greater burden on black as compared to white students, faculty, or staff in any aspect of the educational process. Such burdens include denial to students of course offerings, access to facilities, financial aid, or other benefits, and denial to faculty and staff of equal salaries, benefits and seniority rights. The closing or downgrading of an historically black institution in connection with desegregation would create a presumption that a greater burden is being placed upon the black students and faculty in Mississippi.

The impact on desegregation which is anticipated to result from each action contained in the plan must be expressed in numerical terms, particularly with regard to faculty employment and student enrollment. Further, the impact of any actions developed subsequent to submission of the plan must be projected prior to their implementation. Such actions include addition of new institutions, enlargement of existing facilities, modification of admissions standards (System-wide or at any individual institution), and addition or deletion of degree programs at any institution New degree programs, construction, or other actions which impede desegregation will violate Title VI.

2. ***Responsibility, Costs, and Reporting***

Your June 7 submission, which has the signed concurrence of the institutions to which it applies, provides that

> It shall be the responsibility of the Federal Relations Committee of the Board of Trustees to review periodically with the individual institutions [the submission] and to make investigations to ascertain whether the plan is being properly implemented. Said Committee shall report to the Board its findings and recommendations, if any.

An acceptable plan must identify the individual(s) responsible for ensuring actual development and implementation of the plan on a System-wide basis, whether that responsibility is to reside with the Federal Relations Committee or elsewhere.

If action by the State Legislature or approval by State boards or other agencies is required as a precondition to implementing any portion of the plan, the need for such approval must be stated and described. All costs of imple-

mentation of your plan must be identified and estimated, and the revenue sources for meeting such costs indicated. The dates by which each of the steps necessary to accomplish full desegregation of the public higher education System of the State of Mississippi. Finally, your plan should establish a system for semi-annual reporting of the progress made by the State System and the individual institutions in implementing each described action to comply with Title VI, and should outline the steps taken to make such a system operational.

3. *Advisory Boards and Board of Goverance*

To date we have been unable to determine the racial composition of any advisory Boards and Boards of Governance of the State System. Your plan should: (a) identify the various boards, agencies, and organizations in the State connected with the higher education program and their predecessors beginning with 1953, and as to each (b) explain how the members are selected, (c) indicate current and past membership by race since its inception or since 1953, whichever is later, and (d) describe briefly its duties and functions.

4. *Biracial Committee*

In order to ensure meaningful participation in development of the plan and support for its implementation, we recommend that Mississippi establish a biracial committee, including persons of each race not employed by the State and at least one representative of each historically black institution, and having a proportion of black members at least equal to the current proportion of black twelfth grade students in the State. This special committee should share in the direct responsibility for developing your desegregation plan, and we would also suggest that

it approve the plan and participate in its implementation. If you choose to establish such a committee, please include in your response a description of its projected composition and the mode of selection of its members.

5. ***Non-Academic Employment, Contractual Services, and University-Related Services and Organizations***

Your plan must include specific steps providing for elimination of discrimination in: (a) non-academic employment; (b) provision of services by outside organizations through contracts; and (c) operation of entities related to or part of institutions, such as the agricultural extension service and experiment stations related to land-grant institutions. These areas of activity are so closely related to the operation of the higher education System and its component institutions that continued discrimination in them will adversely affect provision of equal educational opportunities.

B. ***STUDENTS***

The objective of your plan in this area is enrollment of a significant number of students of both races at each institution in your System. The extent of the student segregation which must be remedied, and thus the scope required of its plan, is illustrated by the fact that less than one-seven of all black students attend the five historically white institutions, as discussed in Section I of this letter, while only 20 non-black students attend the three historically black institutions. None of those eight institutions has an enrollment which is less than 92.5 percent of one race.

1. ***Role of Institutions***

Your plan must contain a statement of each institution's role expressed in a non-racial manner. Any statement that

a given institution is meant for individuals of a particular race will violate Title VI. The description of the role must include: (a) a summary of the educational program to be offered at each institution; (b) the students whom such institutions are to serve; and (c) the potential opportunities for such students in employment or further education as a result of completing the educational program of the institution.

a. *Academic*

Generalized academic goals for each State institution are stated in the institutional catalogues. Your plan makes no attempt, however, to define roles for each institution which, when taken together, will promote their desegregation. For example, we referred in Section I of this letter to the introduction of health and community service majors at Mississippi Valley. A definition of its role which emphasized specialization in these and related majors could enable it to effectively complement the more broadly-based curricula at Delta State.

The specific role of Alcorn A. & M's catalogue emphasizes (page 32) that Alcorn is

> sensitive to and active in appropriately educating those of its students who are disadvantaged economically, socially, culturally, and/or academically.

It continues that Alcorn is "concerned with the task of guiding its students who are predominantly Negro, into the mid-stream of American life." By focusing upon the fact that many of its students are both "disadvantaged" and black, without expliciting affirming a commitment to those of the State's white students who may be disadvantaged, the catalogue suggests both that Alcorn is in-

tended only for disadvantaged students who are black, and also that as a consequence of its racial composition it offers an education which is limited in comparison to that of other institutions in the State.

b. *Structural*

There are in Mississippi publicly operated two-year colleges, four-year colleges which, like Alcorn, focus to some degree upon service to the disadvantaged, and other four-year institutions. Your plan must define how the structure within which they are organized will operate to promote desegregation. Where two or more institutions are located in the same area, you must effect sufficient differentiation in their academic roles to ensure increased enrollment at each institution by members of the race historically in the minority there. Similarly, your plan must ensure that operation of supportive programs and services for "disadvantaged" students will contribute to desegregation of the State System as a whole, with particular attention to the desegregation of Alcorn.

2. *Curricula*

a. *General*

Placement of curricula at an institution constitutes an important element of its institutional role. Your plan, therefore, must indicate the broad nature of the curricular offerings at each institution which are designed to aid in implementation of its role, with particular emphasis on their impact on desegregation. The plan should indicate: (i) the impact of such programs on faculty and student desegregation in numerical terms; (ii) whether such programs are duplicated elsewhere, and (iii) where such duplication exists. Where, as particularly at Alcorn, an institution as-

sumes the role of serving "educationally disadvantaged" students, the institution should offer special programs and services sufficient to fulfill its role, and your plan should specify what criteria will be used to identify which students are disadvantaged and what special courses or services will be provided them.

b. *Evaluation*

Although institutional catalogues indicate that the State System reflects, to some degree, academic specialization among institutions, your submission does not address the problem of whether existing or proposed curricula at the historically black colleges duplicate programs offered elsewhere in the State. If after analyzing existing course or program duplication you believe it may impede your desegregation efforts, you should consider including in your plan methods to create sufficient differentiation among campuses as will promote further desegregation in your State System.

Such methods could take the form of (i) placing or realigning curricula at particular institutions to enable them to compete aggressively for students of the race not historically identified with those institutions, or (ii) eliminating duplicative programs. (We should stress that the latter recommended method does not imply that all program duplication need be eliminated: core courses, particularly those in the more traditional disciplines, may be retained at all locations, while more specialized or technical programs might be allocated among institutions in a manner designed to promote desegregation.) In connection with achieving appropriate academic differentiation among the various institutions, you should consider existing curricular offerings throughout the State prior to initiating

new courses or programs. Either of the methods suggested above could be undertaken on either a State-wide or regional basis.

Although the State has discretion in selecting from among the procedures described in this section, and any others it may develop, it must adopt such plans as will effect student body desegregation. Under any approach, the unduplicated degree programs offered at historically black institutions should have broad appeal and must not perpetuate an image of the institution as being intended only for black students. Therefore, a plan including such approaches must describe the degree programs, staff, and facilities to be allocated which will attract white students to the historically black colleges.

3. ***Retention of Black Students***

Elimination of your dual System of higher education may not result in a reduction in the percentage of black students graduating from four-year institutions in the State. If black students in historically white institutions show a significantly greater attrition rate than black students in historically black institutions, or than white students at historically white ones, the plan should provide for implementation of appropriate academic development programs at the historically white institutions designed to eliminate the disparate attrition levels.

4. ***Discrimination at the Institutional Level***

Elimination of discriminatory policies and practices at individual campuses is both a means to achieving System-wide desegregation and an end in itself. Such policies and practices encompass institutional recruiting and admissions programs, student financial aid, college-supported

housing, health care, employment services, training assignments such as student teaching, and intercollegiate athletic programs. Much of the discrimination often found to exist in these areas may be remedied by corrective action at the institutional level.

Your June 7 submission sets forth policies of nondiscrimination in many areas of institutional activity. Your plan should describe the steps and provisions made by the State System for coordination and supervision of such efforts. Where inter-institutional activities are conducted between groups of institutions organized on a racial basis (e.g., athletics and debating conferences composed entirely of historically white or black colleges), action by the State will be required to realign such racially-based groupings. The Office for Civil Rights will continue to monitor individual institutions in these areas to ensure that all discrimination is eliminated, and acceptance of a State-wide plan will not relieve them of their individual responsibilities.

C. *RECRUITMENT AND OTHER ACTIONS AFFECTING ADMISSION*

A vital component of any desegregation effort is the recruitment of qualified persons of all races to attend all State institutions, and therefore your plan must provide for a program of recruitment of students to attend institutions historically maintained for members of the opposite race. Since historically black institutions have at times experienced severe difficulty in recruiting white students because of the attitudes of high school counselors and administrators, we anticipate that your plan will provide for recruitment programs to be carried out with cooperation among all the individual institutions, and also for positive

participation in these efforts by high school counselors. Potential applicants to any institution in the System should be equally informed as to the merits of each, and recruitment should be coordinated at the State level so that institutions do not compete for the same black students to the exclusion of other qualified students.

Although Item 2 of your submission suggests five procedures for individual institutions to use in student recruitment, the procedures are insufficiently specific and the most salient of them are not mandatory. For example, the first and fourth items state that:

> 1. Each institution is encouraged to visit the high schools and junior colleges of the state for recruiting purposes. When such visits are made, the institutions will invite all members of the classes affected in the recruiting program.
>
> * * *
>
> 4. Special efforts to recruit minority group students are encouraged by the Board.

To comply with Mississippi's obligation to desegregate all its institutions, such procedures must be designed to contact and attract significant proportions of students who would be in the minority race at each institution. A major objective in this area should be to reduce substantially the differential rates at which black and white high school graduates matriculate at State institutions. Your plan should quantify the number of students of each race which each institution will expect to contact, and estimate the effect on applications and admissions of each institution's recruitment. Recruitment by the individual institutions should be coordinated by the State.

D. *FACULTY AND STAFF*

The objective in this area of employment should be to achieve System-wide desegregation, so that a significant number of faculty and staff of both races will be employed and located at each institution in the System. Although 16.7 percent of full-time faculty throughout the System are black, only 7 of the 1921 full-time faculty at the historically white institutions are black. Desegregation of faculty at the historically black institutions appears to have begun, but the proportion of total faculty represented by black faculty at these institutions is still five times their proportion in the total faculty of the System as a whole.

Your plan must describe in detail the process by which the objective of faculty and staff desegregation will be met, and must formulate numerical goals which project the anticipated results of that process. Any reduction in the percentage of tenured or non-tenured black faculty and staff in the system will violate Title VI. Your plan must include coordinated recruitment programs designed to promote employment of black faculty and staff at the historically white colleges and universities, and white faculty and staff at the historically black ones, and should include both faculty and staff who are presently employed in the System and graduate degree candidates of both races. Recruitment of students of both races for graduate education within Mississippi will eventually broaden the in-State pool of faculty candidates.

In addition to implementing faculty and staff recruitment programs, you may seek increased faculty and staff desegregation in connection with such realignment of duplicative programs as you find necessary with regard to stu-

dent desegregation. If this approach is taken, tenured faculty should be included, and no faculty or staff member should be reassigned to the detriment of his or her eligibility for tenure and other employment benefits.

Faculty desegregation may also be increased through use of the mechanism of tenure. The tenure method would require an institution to include in its consideration of applicants for tenured positions non-tenured faculty from other State institutions, thus creating increased opportunities for faculty of one race to teach at an institution where their race is currently in the minority. A similar process could be used in hiring new graduates of State graduate programs for non-tenured positions.

The cooperative programs described in Section I of this letter appear to provide a good foundation for inter-institutional cooperation in faculty desegregation, although you have not been specific in describing the extent of institutional or individual participation in those programs. Should your recruitment program fail to achieve the objective of faculty desegregation, however, actions such as those described above will be required to ensure your System's compliance with Title VI. Your obligations in this regard are independent of those under Executive Order 11246.

E. *RESOURCES*

The objective in this area is to assure that comparable resources are provided by the State at historically black and white institutions of similar size, specialization, or function. These resources include: (1) the number and quality of facilities; (2) the level of *per capita* expenditures by the institution; (3) the amount and availability of student

financial aid provided from State sources; (4) the quality of instructional and non-instructional programs, services and staff; and (5) the number and quality of degree offerings available. Your plan must describe how the educational programs offered at such similar institutions will be made comparable in quality, or it must show that resource comparability has been achieved. As to instructional staff, we suggest that your plan provide for such training and further education of present faculty and staff members as will promote desegregation and comparability. Your submission contains no specific information on how resource comparability is to be achieved in the System.

Your plan must contain specific steps which will be taken to ensure that the black institutions, which historically have received less financial assistance from the State and whose academic programs have traditionally been viewed as more limited, attain at least the academic caliber of the other similar institutions in the State. Further, the plan must indicate what physical plant alterations will be made in the system, when the alterations will be completed and what impact these alterations may be expected to have upon Mississippi's desegregation efforts.

* * * * *

The judgment of the Court of Appeals in *Adams* requires that I obtain a State-wide higher education desegregation plan. May letter to you of May 21, 1973, was an attempt to secure such a plan. In this letter I have set forth the ways in which your submission of June 7, 1973, neither constitutes such a plan in form nor shows promise of being an acceptable one in substance. Therefore, if by November 30, 1973, I have not received a satisfactory commitment to comply with Title VI, as set forth at the beginning of this letter, I will have no alternative but to initiate enforcement

action to secure compliance with Title VI by Mississippi's State System of higher education. It should be noted that it will be our policy to release copies of your revised plan to members of the public if we are asked to do so. I would appreciate receiving three copies of your response.

If you have any questions, please do not hesitate to contact me, Dr. Mary Lepper, Director of the Higher Education Division of OCR, or Mr. Burton Taylor, Chief, Policy and Planning, Higher Education Division. My telephone number if (202) 963-5047, Dr. Lepper's is (202) 245-1843, and Mr. Taylor's is (202) 963-7993. After November 16, Mr. Taylor may be reached at (202) 245-7220.

Sincerely yours,

/s/ Peter E. Holmes

PETER E. HOLMES
Director
Office for Civil Rights

cc: Honorable William L. Waller
Dr. E. E. Thrash
Presidents, Mississippi Institutions of Higher Education
HEW Regional Director
HEW Regional Attorney
Regional Civil Rights Director

UNITED STATES' EXHIBIT 479

Table 1
PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS (BY HEGIS DISCIPLINE)

	Historically Black (3)	Historically White (5)
	Bachelors Level	
Duplicated Programs	51	51
Total Programs	59	147
Percent of Duplication	86	35
	Masters Level	
Duplicated Programs	28	28
Total Programs	32	116
Percent of Duplication	87	24
	Specialist Level	
Duplicated Programs	10	10
Total Programs	11	24
Percent of Duplication	91	42
	Doctoral Level	
Duplicated Programs	0	0
Total Programs	1	45
Percent of Duplication	0	0

UNITED STATES' EXHIBIT 480

Table 2

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (MSU and JSU)*			
		B	M	S	D
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Administration	X*	X*		
0506	Management	X*			
0509	Marketing	X*			
0514	Secretarial Studies	X*			
0517	Economics		X*		
0701	Computer Sciences, general	X*	X*		
0802	Elementary Education	X*	X*	X*	
0803	Secondary Education	X*	X*	X*	
0807	Adult Education		X*		
0808	Special Education	X*	X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0831	Art Education	X*			
0832	Music Education	X*	X*		
0835	Physical Education	X	X*		
0838	Business Education	X*	X*	X*	
0839	Industrial Arts, Vocational, and Technical Education	X*	X*		
1002	Art	X			
1102	French	X			
1103	German	X			
1105	Spanish	X			
1223	Medical Lab Technologies	X*			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (MSU and JSU)*			
		B	M	S	D
1501	English	X	X*		
1701	Mathematics	X	X*		
1902	Physics	X			
1905	Chemistry	X	X*		
2001	Psychology	X			
2102	Public Policy and Administration		X*		
2104	Social Work and Helping Services	X*			
2204	Economics	X			
2205	History	X	X*		
2206	Geography	X			
2207	Political Science	X	X*		
2208	Sociology	X	X*		
	Duplicated Programs, Total	31	21	6	0
	Unnecessarily Duplicated Programs, Total	16	21	6	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (UM and JSU)*			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Management and Administration	X*	X*		
0509	Marketing	X*			
0514	Secretarial Studies	X*			
0517	Economics		X*		
0701	Computer Sciences, general	X*			
0802	Elementary Education	X*	X*	X*	
0803	Secondary Education	X*	X*	X*	
0808	Special Education	X*	X*	X*	
0823	Early Childhood K-3		X*	X*	
0826	Guidance and Counseling		X*	X*	
0827	Educational Administration and Supervision		X*	X*	
0830	Reading Education		X*	X*	
0831	Art Education	X*	X*		
0832	Music Education	X*	X*		
0835	Health, Physical Education, and Recreation	X	X*	X*	
0838	Business Education	X*	X*	X*	
0842	Educational Media		X*		
1002	Art	X*			
1102	French	X			
1103	German	X			
1105	Spanish	X			

Table 2—Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (UM and JSU)*			
		B	M	S	D
1215	Medical Records Administration	X*			
1223	Medical Lab Technologies	X*			
1501	English	X	X*		
1701	Mathematics	X	X*		
1902	Physics	X			
1905	Chemistry	X	X*		
2001	Psychology	X			
2102	Public Administration		X*		
2104	Social Work	X*			
2105	Law Enforcement and Corrections	X*			
2204	Economics	X			
2205	History	X	X*		
2207	Political Science	X	X*		
2208	Sociology	X	X*		
	Duplicated Programs, Total	31	23	9	0
	Unnecessarily Duplicated Programs, Total	16	23	9	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (USM and JSU)*			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Administration	X*	X*		
0509	Marketing and Purchasing	X*			
0517	Economics		X*		
0701	Computer Science, general	X*	X*		
0802	Elementary Education	X*			
0803	Secondary Education	X*			
0807	Adult Education		X*		
0808	Special Education	X*	X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration and Supervision		X*	X*	
0830	Reading Education		X*	X*	
0831	Art Education	X*	X*		
0832	Music Education	X*	X*		
0834	Science Education	X*	X*	X*	
0835	Physical Education	X	X*	X*	
0838	Business Education	X*	X*	X*	
0839	Industrial Arts, Vocational, and Technical Education	X*	X*		
0842	Educational Media		X*		
1002	Art	X			
1102	French	X			
1103	German	X			
1105	Spanish	X			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (USM and JSU)*			
		B	M	S	D
1215	Medical Records Administration	X*			
1223	Medical Lab Technologies	X*			
1501	English	X	X*		
1701	Mathematics	X	X*		
1902	Physics	X			
1905	Chemistry	X	X*		
2001	Psychology	X			
2104	Social Work and Helping Services	X*			
2105	Law Enforcement and Corrections	X*			
2201	Social Sciences, general	X*			
2204	Economics	X			
2205	History	X	X*		
2206	Geography	X			
2207	Political Science	X	X*		
2208	Sociology	X	X*		
2407	Industrial Technology	X*			
	Duplicated Programs, Total	35	23	7	0
	Unnecessarily Duplicated Programs, Total	19	23	7	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (DSU and MVSU)*			
		B	M	S	D
0401	Biology, general	X			
0502	Accounting	X*			
0506	Business Management and Administration	X*			
0514	Office Administration	X*			
0802	Elementary Education	X*	X*		
0803	Secondary Education	X*			
0831	Art Education	X*			
0832	Instrumental Music Education	X*			
0832	Music Education	X*			
0833	Mathematics Education	X*			
0834	Science Education	X*			
0835	Physical Education	X			
0838	Business Education	X*			
1002	Art	X			
1212	Physical Therapy	X*			
1223	Medical Lab Technologies	X*			
1501	English	X			
1506	Speech	X*			
1701	Mathematics	X			
1902	Physics	X			
1905	Chemistry	X			
2104	Social Work and Helping Services	X*			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (DSU and MVSU)*			
		B	M	S	D
2105	Criminal Justice	X*			
2201	Social Science	X*			
2205	History	X			
2207	Political Science	X			
2208	Sociology	X			
	Duplicated Programs, Total	27	1	0	0
	Unnecessarily Duplicated Programs, Total	17	1	0	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (USM and ASU)*			
		B	M	S	D
0401	Biology, general	X			
0502	Accounting	X*			
0506	Business Administration	X*			
0701	Computer and Information Sciences, general	X*			
0802	Elementary Education	X*			
0808	Special Education	X*			
0832	Music Education	X*			
0835	Physical Education	X			
0837	Health Education	X*			
0838	Business Education	X*			
0839	Industrial Arts, Vocational, and Technical Education	X*			
1203	Nursing	X*			
1212	Physical Therapy	X*			
1215	Medical Records Administration	X*			
1223	Medical Technology	X*			
1301	Home Economics Education	X*			
1501	English	X			
1701	Mathematics	X			
1905	Chemistry	X			
2201	Social Sciences, general	X*			
2204	Economics	X			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

HEGIS	Program	Duplicated Programs (USM and ASU)*			
		B	M	S	D
2205	History	X			
2207	Political Science	X			
2407	Industrial Technology	X*			
	Duplicated Programs, Total	24	0	0	0
	Unnecessarily Duplicated Programs, Total	16	0	0	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

UNITED STATES' EXHIBIT 481

Table 3

SUMMARY OF PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

MSU and JSU

	MSU				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	31	21	6	0	31	21	6	0
Total Programs	102	69	9	24	46	30	11	1
Percent Duplicated	30	30	67	0	67	70	54	0

UM and JSU

	UM				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	31	23	9	0	31	23	9	0
Total Programs	87	67	17	21	46	30	11	1
Percent Duplicated	35	34	52	0	67	77	82	0

USM and JSU

	USM				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	35	23	7	0	35	23	7	0
Total Programs	93	59	15	15	46	30	11	1
Percent Duplicated	38	39	47	0	76	77	64	0

DSU and MVSU

	DSU				MVSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	27	1	0	0	27	1	0	0
Total Programs	54	21	4	1	35	2	0	0
Percent Duplicated	50	5	0	0	77	50	0	0

Table 3 – Continued

SUMMARY OF PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

USM and ASU

	USM				ASU			
Duplicated	B	M	S	D	B	M	S	D
Programs	24	0	0	0	24	0	0	0
Total Programs	93	59	15	15	44	3	0	0
Percent Duplicated	26	0	0	0	55	0	0	0

UNITED STATES' EXHIBIT 482

Table 4

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS DEGREE-GRANTING CENTERS (BY HEGIS DISCIPLINE)

HEGIS	Program	Duplicated Programs (MSU-J and JSU*)			
		B	M	S	D
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Management and Administration	X*	X*		
0509	Marketing and Purchasing	X*			
0517	Business Economics		X*		
0802	Elementary Education, general	X*	X*	X*	
0803	Secondary Education, general	X*	X*	X*	
0807	Adult and Continuing Education		X*		
0808	Special Education, general	X*	X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0832	Music Education		X*		
0838	Business, Commerc and Distributive Education	X*	X*	X*	
0839	Industrial Arts, Vocational, and Technical Education	X*	X*		
0842	Educational Media		X*		
1002	Art	X			
1004	Music	X			
1102	French	X			
1105	Spanish	X			

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS DEGREE-GRANTING CENTERS (BY HEGIS DISCIPLINE)

HEGIS	Program	Duplicated Programs (MSU-J and JSU*)			
		B	M	S	D
1501	English, general	X	X*		
1701	Mathematics, general	X	X*		
1902	Physics, general	X			
2001	Psychology, general	X			
2102	Public Administration		X*		
2104	Social Work and Helping Services	X*			
2204	Economics	X			
2205	History	X	X*		
2206	Geography	X			
2207	Political Science and Government	X	X*		
2208	Sociology	X	X*		
	Duplicated Programs, Total	23	19	6	0
	Unnecessarily Duplicated Programs, Total	10	19	6	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS
DEGREE-GRANTING CENTERS

HEGIS	Program	Duplicated Programs (UM-J and JSU*)			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Administration and Management	X*	X*		
0509	Marketing and Purchasing	X*			
0514	Secretarial Studies	X*			
0517	Business Economics		X*		
0802	Elementary Education, general	X*	X*	X*	
0803	Secondary Education, general	X*	X*	X*	
0808	Special Education, general	X*	X*	X*	
0823	Pre-Elementary Education		X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0830	Reading Education		X*	X*	
0831	Art Education	X*	X*		
0832	Music Education	X*	X*		
0835	Physical Education		X*	X*	
0838	Business, Commerce and Distributive Education	X*	X*	X*	
1002	Art	X			
1004	Music	X			
1103	German	X			

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS
DEGREE-GRANTING CENTERS

HEGIS	Program	Duplicated Programs (UM-J and JSU*)			
		B	M	S	D
1501	English, general	X	X*		
1701	Mathematics, general	X	X*		
1902	Physics, general	X			
1905	Chemistry, general	X	X*		
2001	Psychology, general	X			
2102	Public Administration		X*		
2105	Law Enforcement and Corrections	X*			
2204	Economics	X			
2205	History	X	X*		
2206	Geography	X			
2207	Political Science	X	X		
2208	Sociology	X	X		
	Duplicated Programs, Total	26	23	9	0
	Unnecessarily Duplicated Programs, Total	12	23	9	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS
DEGREE-GRANTING CENTERS

HEGIS	Program	Duplicated Programs (USM-J and JSU*)			
		B	M	S	D
0701	Computer and Information Sciences, general	X*	X*		
0807	Adult and Continuing Education		X*		
0808	Special Education, general	X*	X*	X*	
0827	Educational Administration		X*	X*	
0832	Music Education	X*	X*		
0834	Science Education	X*	X*	X*	
0835	Physical Education	X	X*	X*	
1004	Music	X			
1105	Spanish	X			
1501	English, general	X	X*		
2104	Social Work and Helping Services	X*			
2105	Law Enforcement and Corrections	X*			
2201	Social Sciences, general	X*			
2205	History	X	X*		
2206	Geography	X			

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS
DEGREE-GRANTING CENTERS

HEGIS	Program	Duplicated Programs (USM-J and JSU*)			
		B	M	S	D
2207	Political Science and Government	X	X*		
2407	Industrial Technology	X*			
	Duplicated Programs, Total	15	10	4	0
	Unnecessarily Duplicated Programs, Total	8	10	4	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 4 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS
DEGREE-GRANTING CENTERS

HEGIS	Program	Duplicated Programs (USM-N and ASU*)			
		B	M	S	D
0506	Business Management and Administration	X*			
0802	Elementary Education, general	X*	X*		
0803	Secondary Eucation, general	X*	X*		
0838	Business, Commerce and Distributive Education	X*			
1501	English, general	X			
1701	Mathematics, general	X			
2201	Social Sciences, general	X*			
2205	History	X			
2207	Political Science and Government	X			
	Duplicated Programs, Total	9	2	0	0
	Unnecessarily Duplicated Programs, Total	5	2	0	0

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

UNITED STATES' EXHIBIT 483

Table 5

SUMMARY OF PROGRAM DUPLICATION IN DEGREE-GRANTING CENTERS

MSU-J and JSU

	MSU-J				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	23	19	6	0	23	19	6	0
Total Programs	58	43	10	15	46	30	11	1
Percent Duplicated	40	44	60	0	50	63	54	0

UM-J and JSU

	UM-J				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	26	23	9	0	26	23	9	0
Total Programs	48	45	15	19	46	30	11	1
Percent Duplicated	54	51	60	0	56	77	82	0

USM-J and JSU

	USM-J				JSU			
Duplicated	B	M	S	D	B	M	S	D
Programs	15	10	4	0	15	10	4	0
Total Programs	34	28	9	8	46	30	11	1
Percent Duplicated	44	36	44	0	33	33	36	0

USM-N and ASU

	USM-J				ASU			
Duplicated	B	M	S	D	B	M	S	D
Programs	9	2	0	0	9	2	0	0
Total Programs	14	6	0	0	44	3	0	0
Percent Duplicated	64	33	0	0	20	66	0	0

UNITED STATES' EXHIBIT 484

Table 5A

SUMMARY OF PROGRAM DUPLICATION BETWEEN JACKSON STATE AND THE UNIVERSITIES CENTER

	B	M	S	D
Programs at Jackson State Duplicated at the Universities Center	35	27	10	0
Total Programs at Jackson State	46	30	11	1
Percent Duplication	76	90	91	0

UNITED STATES' EXHIBIT 485

Table 6

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY (By Discipline)

HEGIS	Major Field	HEGIS	Discipline Name
0400	Life Sciences	0401	Biology
		0402	Botany
		0407	Zoology
0800	Education	0835	Health and Physical Education
1000	The Arts	1001	Art
		1002	Art
		1003	Art History
		1004	Music
		1005	Music
		1006	Music History
		1007	Theater
1100	Foreign Languages	1102	French
		1103	German
		1104	Italian
		1105	Spanish
		1106	Russian
		1109	Latin
		1110	Classical Languages
1500	Belles Lettres	1501	English
		1509	Philosophy
1700	Mathematics	1701	Mathematics

Table 6 – Continued

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY (By Discipline)

HEGIS	Major Field	HEGIS	Discipline Name
1900	Physical Science	1902	Physics
		1905	Chemistry
		1914	Geology
2000	Psychology	2001	Psychology
2200	Social Sciences	2202	Anthropology
		2204	Economics
		2205	History
		2206	Geography
		2207	Political Science
		2208	Sociology

UNITED STATES' EXHIBIT 486

Table 7
UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS (BY HEGIS DISCIPLINE)

	Historically Black (3)	Historically White (5)
	Bachelors Level	
Programs Unnecessarily Duplicated	34	34
Total Programs	59	147
Percent Duplicated Unnecessarily	58	23
	Masters Level	
Programs Unnecessarily Duplicated	28	28
Total Programs	32	116
Percent Duplicated Unnecessarily	87	24
	Specialist Level	
Programs Unnecessarily Duplicated	10	10
Total Programs	11	24
Percent Duplicated Unnecessarily	91	42
	Doctoral Level	
Programs Unnecessarily Duplicated	0	0
Total Programs	1	45
Percent Duplicated Unnecessarily	0	0

UNITED STATES' EXHIBIT 487

Table 8
SUMMARY OF UNNECESSARY PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

MSU and JSU

	MSU				JSU			
Programs	B	M	S	D	B	M	S	D
Unnecessarily Duplicated	16	21	6	0	16	21	6	0
Total Programs	102	69	9	24	46	30	11	1
Percent Duplicated Unnecessarily	16	30	69	0	35	70	54	0

UM and JSU

	UM				JSU			
Programs	B	M	S	D	B	M	S	D
Unnecessarily Duplicated	16	23	9	0	16	23	9	0
Total Programs	87	67	17	21	46	30	11	1
Percent Duplicated Unnecessarily	18	34	52	0	34	77	82	0

USM and JSU

	USM				JSU			
Programs	B	M	S	D	B	M	S	D
Unnecessarily Duplicated	19	23	7	0	19	23	7	0
Total Programs	93	59	15	15	46	30	11	1
Percent Duplicated Unnecessarily	20	39	47	0	41	77	64	0

Table 8—Continued

SUMMARY OF UNNECESSARY PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

DSU and MVSU

	DSU				MVSU			
Programs	B	M	S	D	B	M	S	D
Unnecessarily Duplicated	17	1	0	0	17	1	0	0
Total Programs	54	21	4	1	35	2	0	0
Percent Duplicated Unnecessarily	31	5	0	0	48	50	0	0

USM and ASU

	USM				ASU			
Programs	B	M	S	D	B	M	S	D
Unnecessarily Duplicated	16	0	0	0	16	0	0	0
Total Programs	93	59	15	15	44	3	0	0
Percent Duplicated Unnecessarily	17	0	0	0	36	0	0	0

UNITED STATES' EXHIBIT 488

Table 9

SUMMARY OF UNNECESSARY PROGRAM DUPLICATION BETWEEN TWO TRADITIONALLY BLACK INSTITUTIONS AND FOUR DEGREE-GRANTING CENTERS

	B	M	S	D
JSU and MSU-J				
Programs at JSU Unnecessarily Duplicated at MSU-J	23	19	6	0
Total Programs at JSU	46	30	11	1
Percent Duplicated Unnecessarily	50	63	54	0
JSU and UM-J				
Programs at JSU Unnecessarily Duplicated at UM-J	26	23	9	0
Total Programs at JSU	46	30	11	1
Percent Duplicated Unnecessarily	56	77	82	0
JSU and USM-J				
Programs at JSU Unnecessarily Duplicated at USM-J	15	10	4	0
Total Programs at JSU	46	30	11	1
Percent Duplicated Unnecessarily	33	33	36	0
ASU and USM-N				
Programs at ASU Unnecessarily Duplicated at USM-N	9	2	0	0
Total Programs at ASU	44	3	0	0
Percent Duplicated Unnecessarily	20	66	0	0

UNITED STATES' EXHIBIT 489

Table 9A

SUMMARY OF UNNECESSARY PROGRAM DUPLICATION BETWEEN JACKSON STATE AND THE UNIVERSITIES CENTER

	B	M	S	D
Programs at Jackson State Unnecessarily Duplicated at the Universities Center	35	27	10	0
Total Programs at Jackson State	46	30	11	1
Percent Duplication	76	90	91	0

UNITED STATES' EXHIBIT 490

Table 10
DEGREE PROGRAMS, BY LEVEL, IN FIVE TRADITIONALLY WHITE AND THREE TRADITIONALLY BLACK INSTITUTIONS (1966)

	Traditionally White Institutions					Traditionally Black Institutions		
Level	UM*	MSU	USM	DSC	MSCW	JSC	Alcorn	MVSC
Bachelors	60	77	77	41	43	44	15	36
Masters	48	43	30	1	5	2	1	–
Doctorate	18	26	14	–	–	–	–	–
Totals	126	146	121	42	48	46	16	36

* Does not include programs in the School of Law and the School of Medicine in Jackson.

Source: The information in this table has been aggregated from data published in the following source: Strengthening Mississippi's Higher Education Through Diversification, Cooperation, and Coordination. A Report of a Study of the Role and Scope of Higher Educational Institutions in Mississippi. The Steering Committee of the Role and Scope Study and The Board of Trustees of Higher Learning 1966, pp. 22-50.

UNITED STATES' EXHIBIT 492

Table 12
DEGREE PROGRAMS, BY LEVEL, IN FIVE TRADITIONALLY WHITE AND THREE TRADITIONALLY BLACK INSTITUTIONS (MAY 1974)

	Traditionally White Institutions					Traditionally Black Institutions		
Level	UM	MSU	USM	DSU	MUW	JSU	ASU	MVSU
Bachelors	79	100	128	49	48	45	37	49
Masters	87	78	89	18	15	17	–	–
Specialist	11	13	24	3	7	11	–	–
Doctorate	39	50	31	–	–	–	–	–
Totals	216	241	272	70	70	73	37	49

Source: *Academic Program Inventory: State Universities of Mississippi.* Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, May, 1975. *Programs Approved: January, 1973 Through August, 1980.* Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning.

UNITED STATES' EXHIBIT 494

Table 14

NEW DEGREE PROGRAMS, BY LEVEL, IN FIVE TRADITIONALLY WHITE AND THREE TRADITIONALLY BLACK INSTITUTIONS FROM MAY 1974 TO 1980

	Traditionally White Institutions					Traditionally Black Institutions		
Level	UM*	MSU	USM	DSU	MUW	JSU	ASU	MVSU
Bachelors	7	3	3	7	5	8	4	2
Masters	3	4	3	2	5	13	1	1
Specialist	4	–	3	2	–	1	–	–
Doctorate	–	3	0	1	1	1	–	–
Totals	14	10	9	12	11	23	5	3

* Does not include new programs in the School of Medicine in Jackson.

Source: *Programs Approved: January, 1973 Through August, 1980.* Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning. (Programs approved before May 1974 are not included in the above figures.)

UNITED STATES' EXHIBIT 496

Table 16
SUMMARY OF PROGRAMS, BY DEGREE LEVEL, IN FIVE TRADITIONALLY WHITE AND THREE TRADITIONALLY BLACK INSTITUTIONS IN 1981 (NUMBER OF OPTIONS)

	Traditionally White Institutions					Traditionally Black Institutions		
Level	UM*	MSU	USM	DSU	MUW	JSU	ASU	MVSU
Certificate	1	0	0	0	0	0	0	7
Associate	0	0	1	0	1	0	1	2
Bachelors	87	102	93	54	49	46	44	35
Masters	67	69	59	21	18	30	3	2
Specialist	17	9	15	4	0	11	0	0
Doctorate	21	24	15	0	1	1	0	0
Totals	193	204	183	79	69	88	48	46

* Does not include programs in the School of Medicine in Jackson.

Source: Academic Programs Inventory: State Universities of Mississippi. Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, April, 1981. See Appendix B.

UNITED STATES' EXHIBIT 497

Table 17
AVERAGE NUMBER OF DEGREE PROGRAMS, BY DEGREE LEVEL, IN TRADITIONALLY WHITE AND TRADITIONALLY BLACK INSTITUTIONS IN 1981

	Traditionally White Institutions (5)		Traditionally Black Institutions (3)	
Level	Number of Programs	Average No. of Programs Per Institution	Number of Programs	Average No. of Programs Per Institution
Certificate	1	.2	7	2.3
Associate	2	.4	3	1.0
Bachelors	385	77.0	125	41.7
Masters	234	46.8	35	11.7
Specialist	45	9.0	11	3.7
Doctorate	61	12.2	1	.3
Totals	728		182	

UNITED STATES' EXHIBIT 498

Table 18
NUMBER OF MAJOR FIELDS (RANGE) IN WHICH DEGREES ARE OFFERED IN FIVE TRADITIONALLY WHITE AND THREE TRADITIONALLY BLACK INSTITUTIONS IN 1981

	Traditionally White Institutions					Traditionally Black Institutions		
Level	UM	MSU	USM	DSU	MUW	JSU	ASU	MVSU
Certificate	1	0	0	0	0	0	0	3
Associate	0	0	1	0	1	0	1	2
Bachelors	21	21	19	18	17	14	13	11
Masters	19	14	17	8	6	9	2	2
Specialist	2	1	3	1	0	1	0	0
Doctorate	12	7	10	1	1	1	0	0
Totals	55	43	50	28	25	25	16	18

Source: Academic Programs Inventory: State Universities of Mississippi. Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, April, 1981. See Appendix B.

UNITED STATES' EXHIBIT 499

Table 19
AVERAGE NUMBER OF MAJOR FIELDS (RANGE) IN WHICH DEGREES ARE OFFERED IN TRADITIONALLY WHITE AND TRADITIONALLY BLACK INSTITUTIONS IN 1981

	Traditionally White Institutions (5)		Traditionally Black Institutions (3)	
Level	Number of Major Fields	Average No. of Major Fields Per Institution	Number of Major Fields	Average No. of Major Fields Per Institution
Certificate	1	.2	3	1
Associate	2	.4	3	1
Bachelors	96	19.2	38	12.7
Masters	64	12.8	13	4.3
Specialist	7	1.4	1	1
Doctorate	31	6.2	1	1
Totals	201		59	

UNITED STATES' EXHIBIT 500

Table 20

PROGRAMS ELIGIBLE FOR PROFESSIONAL ACCREDITATION AND PROGRAMS ACCREDITED, BY DEGREE LEVEL AND TYPE (TRADITIONALLY BLACK OR WHITE)

	Traditionally Black Institutions (3) (ASU, JSU, MVSU)			Traditionally White Institutions (5) (DSU, MSU, MUW, UM, USM)		
Level	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent
Bachelors	24	9	38	82	59	72
Masters	12	7	58	56	39	70
Specialist	6	6	100	26	23	89
Doctorate	–	–	–	22	20	88
TOTAL	42	22	52	186	141	76

* Includes only baccalaureate or higher.

Source: See Appendix C for the data base from which this table was constructed.

UNITED STATES' EXHIBIT 501

TABLE 21
PROGRAMS ELIGIBLE FOR PROFESSIONAL ACCREDITATION AND PROGRAMS ACCREDITED BY INSTITUTION AND DEGREE LEVEL*
(December 1980)

	ASU			DSU			JSU			MSU		
Level	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent
Bachelors	8	2	25	9	3	33	8	6	75	27	23	85
Masters	2	0	0	9	7	78	8	7	88	11	9	82
Specialist	—	—	—	6	5	83	6	6	100	6	6	100
Doctorate	—	—	—	—	—	—	—	—	—	7	7	100
TOTAL	10	2	20	24	15	63	22	19	86	51	45	88

* Includes only baccalaureate or higher.

Source: See Appendix C for the data base from which this table has been constructed.

TABLE 21 – Continued
PROGRAMS ELIGIBLE FOR PROFESSIONAL ACCREDITATION AND PROGRAMS ACCREDITED BY INSTITUTION AND DEGREE LEVEL*
(December 1980)

	MUW			MVSU			UM			USM		
Level	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent	Number Eligible	Number Accredited	Percent
Bachelors	13	8	62	8	1	13	18	15	83	15	10	66
Masters	8	2	15	2	0	0	14	9	64	14	12	86
Specialist	2	0	0	–	–	–	6	6	100	6	6	100
Doctorate	–	–	–	–	–	–	10	8	80	5	5	100
TOTAL	23	10	43	10	1	10	48	38	79	40	33	83

* Includes only baccalaureate or higher.

Source: See Appendix C for the data base from which this table has been constructed.

UNITED STATES' EXHIBIT 635

IN THE UNITED STATES DISTRICT COURT FOR
THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-K

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

CLIFF FINCH, ET AL., DEFENDANTS

ANSWERS OF DEFENDANT, BOARD OF TRUSTEES
OF STATE INSTITUTIONS OF HIGHER LEARNING
TO THE UNITED STATES, PLAINTIFF-INTERVENOR'S
THIRD INTERROGATORIES

COMES NOW the Board of Trustees of State Institutions of Higher Learning of the State of Mississippi, and pursuant to the provisions of Rule 33, F. R. Civ. P., would answer the third [sic] interrogatories of the United States, plaintiff-intervenors herein, as follows:

1. Please give the date on which the first black student(s) were admitted to each of the historically white universities and the Medical Center. Indicate whether the Board of the particular institution admitted the first black student voluntarily, or acted pursuant to a court order. If acting under court order, give the court, the date of the decree or order, and the civil action number of the case (in

the alternative give the citation for the report of the opinion and order in the case).

ANSWER:

The information requested in interrogatory 1 is contained in material furnished by the respective institutions.

UNITED STATES' EXHIBIT 635

j. FULL-TIME EQUIVALENT OF FACULTY BY RACE SECOND SEMESTER, SPRING 1977

JACKSON BRANCH

	White	Black
FTE of faculty	7 1/12	0

TUPELO BRANCH

	White	Black
FTE of faculty	16 10/12	0

Response provided by Mr. Maurice Inman who is administratively responsible to Vice Chancellor Harvey S. Lewis.

4. Interrogatory not responded to by direction.

UNITED STATES' EXHIBIT 636

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF MISSISSIPPI
GREENVILLE DIVISION

Civil Action No. GC 75-9-K

JAKE AYERS, SR., ET AL., PLAINTIFFS

UNITED STATES OF AMERICA, PLAINTIFF-INTERVENOR

v.

WILLIAM WINTER, ET AL., DEFENDANTS

DEFENDANT BOARD OF TRUSTEES ANSWERS TO UNITED STATES, PLAINTIFF-INTERVENOR'S FIRST REQUEST FOR ADMISSIONS

Pursuant to Rule 36, Federal Rules of Civil Procedure, the defendants herewith submit the following as their answers to United States, plaintiff-intervenor's first request for admission:

REQUEST NO. 1:

Management and control of all Mississippi public senior colleges and universities has since 1932 been vested in the Board of Trustees of State Institutions of Higher Learning (hereinafter referred to as the "Board of Trustees").

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered one (1).

REQUEST NO. 2:

The Board of Trustees was created by statute in 1932; in 1944 it became a constitutional board. [1932 Miss. Laws ch. 127; Miss. Const. art. 8, § 213-A]

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered two (2); however, the defendants would further state that the best evidence of the information contained in this request for admissions may be found in the language of 1932 *Miss. Laws* ch. 127; *Miss Const.* art 8, § 213-A.

REQUEST NO. 70:

During the 1978-79 academic year, the student enrollmen: of Delta State University was approximately 23 percent black.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy (70).

REQUEST NO. 71:

During the 1978-79 academic year, the student enrollment of Mississippi University for Women was approximately 21 percent black.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-one (71).

REQUEST NO. 72:

During the 1978-79 academic year, the student enrollment of the University of Southern Mississippi was approximately 11 percent black.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-two (72).

REQUEST NO. 73:

The Board of Trustees has never selected a white individual as president or chief executive of a traditionally-black senior college or university.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-three (73).

REQUEST NO. 74:

The Board of Trustees has never selected a black individual as president or chief executive of a traditionally-white senior college or university.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-four (74).

REQUEST NO. 75:

Each public senior college and university under the management and control of the Board of Trustees, by their agents or predecessors, in consideration for federal financial assistance, has agreed to comply with Title VI of the Civil Rights Act. of 1964 (42 U.S.C. § 2000d *et seq.*) and with all requirements imposed by or pursuant to the regulations of the U.S. Department of Health, Education and Welfare (45 C.F.R. Part 80) issued pursuant to that Title.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-five (75).

REQUEST NO. 76:

Attachments 3 through 10 hereto contain true and accurate copies of the first Assurance of Compliance forms (Form 441) signed by each public senior college and university, by their agents or predecessors in consideration for federal financial assistance.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-six (76).

REQUEST NO. 77:

For the purposes of this case, Attachments 3 through 10 may be introduced into evidence to show the truth of the matters therein.

ANSWER:

The defendants admit the information contained in the plaintiff's request for admissions numbered seventy-seven (77).

Respectfully submitted,

BILL ALLAIN, ATTORNEY GENERAL
STATE OF MISSISSIPPI
ED DAVID NOBLE, JR.
ASSISTANT ATTORNEY GENERAL

/s/ Ed David Noble, Jr.

Ed David Noble, Jr.

ATTACHMENT 3

(Grant No: T15 MH12907)

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

University of Southern Mississippi (hereinafter called
(Name of Applicant) the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar

services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated April 5, 1972 University of Southern Mississippi
(Applicant)

/s/ WILLIAM D. MCCAIN
(President, Chairman of board, or comparable authorized official)

Box 5157, Southern Station

Hattiesburg, Mississippi 39401
(Applicant's mailing address)

UNITED STATES' EXHIBIT 683

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

MISSION STATEMENTS

AN OFFICIAL EXPLANATION
Approved March 25, 1982

The citizens of the State of Mississippi have a system of higher education available to them that provides access to higher education almost literally in their back yards. In a state with just 2½ million there are

- 8 public universities which include a medical school, a dental school, a law school, a pharmacy school, and a college of veterinary medicine.
- 16 public junior colleges
- 8 private senior colleges
- 6 private junior colleges
- 6 Bible colleges
- 2 seminaries

If one considers just the public higher education opportunities available, except for a couple of small areas, a public higher education institution is less than 50 miles away from all citizens.

The State of Mississippi has made a monumental commitment over the years to provide such access. A wide variety of academic programs was also made available to these various locations. In addition, the state has a Graduate and Professional Degree Scholarship Program that

assists students who wish to pursue a program in another state that is not offered in this state.

This discussion will center around those institutions under the governance or control of the Board of Trustees of State Institutions of Higher Learning (the State College Board).

One of the problems one faces with the philosophy of access to everything for everyone is how to do it all with quality. Although the Mississippi Legislature had been very generous to higher education in the last ten years, the fact remained that with Mississippi's low tax base, not enough dollars were available to keep the institutions under the Board at the level of quality that they needed to be. The three comprehensive universities, Mississippi State University, the University of Mississippi, and the University of Southern Mississippi, were finding themselves hard pressed to be competitive with other universities in the South, much less nationally.

The Board began seriously wrestling with this problem nearly a decade ago. For a variety of reasons, no plan for resolving this dilemma could be agreed upon.

Two major events occurred within the past year that gave new impetus to taking some action on mission statements. Firstly, a series of consultant reports all repeated the same recurring theme that the Board of Trustees needed to establish a mission statement for each of the universities under its control. A direction for excellence for each had to be established. The idea that all eight universities could do all things at all levels at a desirable level of quality had to be abandoned. Secondly, the state took back $16 million last July that it had said the institution could have for their operations. The state was and is in a financial bind.

A year ago Mrs. Miriam Q. Simmons, as president of the Board, called for a volunteer committee of Board

members to work with her on the issue of mission statements. That committee worked diligently with its professional staff for eight months hammering out the details of a workable set of Mission Statements for the universities. Finally, last November 19, 1981, the committee was ready for its recommendation to the full Board. As you are aware, the Board passed the committee's recommendations.

This was a monumental step in the life of higher education in the State of Mississippi. There has been much praise for this action taken by the Board and criticism has been voiced. It has been apparent that most of the criticism has come from a lack of understanding or from misinterpretation. It is the hope of the Board of Trustees that this explanation will provide understanding and clarity.

Clarification needs to be offered to some degree on one bit of terminology. Another term that is used interchangeably with Mission Statements is Role and Scope. They both mean the same thing. They both express the extent of involvement that the Board of Trustees expects and will allow by an institution. As the terms indicate, it is the establishment of the mission of an institution. It is the defining of the role that an institution will play and the scope (bachelor's, master's doctorates) of the programs that it will offer.

The purpose of the Mission Statements is not to hamper, to hurt, or to demean but rather to enhance the quality and productivity of institutions. It must be emphasized at this point and reiterated that the Board of Trustees has responsibility for eight public universities. Its viewpoint, as was intended by its constitutional creation, must consider the individual institution, but even more importantly, it must consider all eight combined in relation to the needs of the State of Mississippi. The critical statement to remember is that the overall aim is the attainment of the

highest quality possible within the resources that are available.

The Board realized that one of the best ways to use limited resources available was to establish specific areas or parameters on which an institution would place priorities for funding.

An analogy can be found in this illustration: A man owns twenty vintage automobiles that need work. He has the desire to gain a reputation for being a vintage car owner who believes in developing and having high-quality, sought-after vintage cars, but he has only $5,000 a year to spend on his twenty vintage cars. He can spread the $5,000 evenly across the twenty cars (about $250 each per year) and hope that people will accept the resulting product as high quality. Obviously, a $250 per year expenditure on a vintage car will not cause that car to win many prizes in competition. However, what if he identifies one or two of his cars as the ones on which he will concentrate most of his resources because he feels that with that concentration they will be recognized as being of very high quality. He obviously could attain his desire to be recognized as a vintage car owner who believes in developing and having high-quality, sought-after vintage cars. But, you ask, what about those other vintage cars? Does he let them sit and rust away to nothing? No, he would use his remaining resources to keep each one well maintained and running nicely. They might not be as prepared for long trips, and the owner probably would not try to enter them into big-time vintage car competition. However, they would be nice enough to cause a lot of people to want them, and they certainly would meet the needs of most people.

The discussion concerning the Mission Statements should begin by talking about the state's three comprehensive universities, Mississippi State University, the University of Mississippi, and the University of Southern Missis-

sippi. They are identified as comprehensive, not only because of their size, but because of the wide array of professional and graduate programs (particularly doctoral programs) that are available.

The Board recognized that each institution had particular identifiable strengths, areas or disciplines the Board felt that that institution could build on and could make competitive with comparable institutions at least in this region, which runs from Maryland to Texas, and, hopefully, with institutions nationally. In essence, the Board was assigning leadership responsibilities for certain disciplines to each of the comprehensive universities. Leadership responsibility means literally what it says. Each of those three institutions is expected to take whatever steps are necessary to cause programs in the disciplines assigned to them to step forward and to compete with the best.

The leadership responsibilities that were assigned to those three institutions are as follows:

MISSISSIPPI STATE UNIVERSITY

Agriculture and Forestry
Architecture
Biological Science
Engineering
Veterinary Medicine

pursue the highest level of research in this discipline. That institution is expected to conduct the bulk of the state's research in this area. Its library resources in the Physical Sciences are expected to measure up in support of its highest degree offering in the Physical Sciences. It is expected that the faculty and students (particularly graduate students) found in the Physical Sciences at the University would be sought after nationally. You can transfer this example to each of the assigned leadership areas.

As a part of the Mission Statements, what else is expected of the comprehensive universities? Of the organized research done at the eight universities, these three universities are charged with being actively involved in and conducting most of this kind of research. They are expected to be the centers for the development of new knowledge and the expansion of existing research.

The comprehensive universities are expected to continue to provide off-campus credit and non-credit activities. It should be noted that more and more of these activities will have to be cost effective.

One final note should be made on the assignment of leadership responsibilities. The Board made it clear that the institution to which an assignment has been made has to meet the challenge of that assignment. That institution must continue to be or must become the competitive leader in its assigned fields. If it cannot meet that challenge, the leadership responsibility may be reassigned.

The next designation by the Board of Trustees involves the term Urban University and pertains only to Jackson State University. This is not a new term for Jackson State. It has been used for some time now and, as a matter of fact, was initially proposed by that institution's president several years ago.

Jackson State is the only public university in the state that is located in a true metropolitan or urban area. Jack-

son State presently offers a complete array of baccalaureate and master's degree programs and has entered the doctoral arena with a program in Early Childhood Education.

The Board of Trustees expects Jackson State University to develop a broader mission for the University than it now employs; i.e., one that will be directly related to its urban role. It is expected to develop new programs and to make changes in some existing programs where necessary in order to more directly address the concerns and needs of an urban setting.

It is necessary at this point to clarify a major misconception that has occurred regarding the urban designation. Jackson State is not limited to the Jackson area in its student recruitment. The Mission Statements in no way intend to designate locations only from which students may be recruited.

The institution is directed to continue to upgrade and enhance the overall quality of its activities. The Board's intent is that Jackson State through quality enhancement will be more attractive to the entire citizenry of the Jackson area. The result should be a greater reliance by that urban population upon Jackson State University for its higher education needs. It is the Board's conviction that for the desired level of quality to be attained, the institution must have a lesser dependence upon those students whose chances of success at a university are small.

Jackson State is expected to become more involved in organized research that is directly related to an urban setting, and particularly, to Jackson, Mississippi; i.e., in transportation, housing, etc. Jackson State may offer off-campus credit activities with Board permission and when demand warrants.

It can be emphatically stated that the Mission Statements established for Jackson State University are intended

to improve Jackson State University and to cause that university to become a more viable higher education entity for the metropolitan area of Jackson and for the state as a whole.

The third designation in the Mission Statements involves Regional Universities. The institutions in this category are Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University. The title Regional Universities is not intended to indicate that an institution is to become less of an institution, but in fact more, than it was prior to the Board's decision as far as quality is concerned.

These institutions are expected to concentrate their resources at the baccalaureate level. Although each will continue to offer some limited graduate programs, their primary emphasis is expected to be at the undergraduate level.

One of the terrible misconceptions that has overtaken the higher education community in general is that to have quality one must have a large number of graduate programs available. One could cite many examples of institutions that are recognized for high quality that do not have many, if any, graduate programs. An example close to home is Millsaps College in Jackson.

All four Regional Universities are expected to develop an undergraduate offering of the highest quality. Alcorn State University and Mississippi Valley State University will continue to offer their present graduate programs in Education. Alcorn State University offers the master's in Elementary and Secondary Education. Mississippi Valley provides access to a master's program in Elementary Education. However, as a demonstration of the quality of these programs, the Board has mandated that accreditation must be earned by 1984 if the programs are to continue.

Alcorn State's master's program in General Agriculture and Mississippi Valley's master's program in Environmental Health will be closely scrutinized through the program review process.

Mississippi University for Women may continue to offer its graduate programs in Home Economics within the limited areas of Home Economics Education, Merchandising, Child Development, and Textiles. Graduate work in Education may continue to be offered contingent upon gaining accreditation by 1984.

Delta State University may continue its graduate degree programs in Education through the education specialist level because of its strong reputation in this area and because all of these programs have already gained accreditation. Delta State's doctoral program in Education will be reviewed in August of 1984 to determine its continuance. The master's program in Business at Delta State University must gain accreditation by 1986 in order to continue.

No additional doctoral programs will be established at Regional Universities.

The Board's basic intention for Regional Universities is to offer a basic baccalaureate program of the highest quality. Where graduate programs have been allowed, they too are expected to be of the highest quality and to gain accreditation in instances where it is available. The very nature of graduate programs at small institutions causes those programs to be small and heightens the possibility of less quality than is desired as well as an extraordinary demand on resources.

The vintage cars chosen at the Regional Universities were those called undergraduate programs as opposed to a wide array of graduate programs.

Alcorn State University is expected to continue its nursing program activities in Natchez as well as its Board-approved courses in Vicksburg. Mississippi Valley State

University is encouraged to continue its program offerings in Greenwood with Board-approved courses. Only extraordinary circumstances would warrant the involvement of these two institutions at locations other than those mentioned and then only with Board approval. Mississippi University for Women should offer off-campus credit activities only with Board approval and in highly unusual circumstances. Delta State University should continue its off-campus credit activities in the region assigned to that institution. Non-credit activities by these four institutions should be conducted on-campus unless an extraordinary need exists.

An essential element in the Mission Statements is the review of all existing academic programs. The review provides the Board with the

UNITED STATES' EXHIBIT 685

MISSISSIPPI CURRICULUM STUDY: A REPORT FOR THE UNITED STATES DEPARTMENT OF JUSTICE

March 10, 1987

Dr. Clifton F. Conrad
Professor of Higher Education
Associate Dean for Academic Affairs
College of Education
University of Arizona

INTRODUCTION

In order to bring focus to this investigation of public post-secondary education in Mississippi, this study was organized around two central research questions: (1) Based on the examination of current academic program offerings, is there a dual system of higher education in Mississippi? and (2) Is there program or curricular inequality between the traditionally white and traditionally black institutions in Mississippi? The first question asks if a dual system currently exists, while the second asks if there are inequalities in the program offerings between the historically black and the historically white institutions.

Part One of the report addresses the first research question by examining current program duplication in the curricula of Mississippi's public colleges and universities and by identifying unique programs at each institution. An analysis of unnecessary program duplication is included in this part of the report. Part Two of the report examines current program quality by comparing the programs of the traditionally black and the traditionally white institutions in terms of eight indicators of program quality. These indicators are grouped into four major categories: curriculum, resources, faculty, and students.

Based on the first two parts of the report as well as other relevant data, Part Three of the report examines academic program development in Mississippi from 1980 to 1986. More specifically, this part looks at academic program development across those years vis-a-vis the twin concerns of program duplication and program quality.

In terms of the traditionally black and the traditionally white institutions examined in the study, two major types of comparisons are made. First, overall comparisons are made between the five traditionally white institutions and the three traditionally black institutions. Second, compar-

isons are made between six sets of comparative institutions, with each set comprised of one traditionally black and one traditionally white institution.

At the outset of the study, I decided that the most important consideration in deciding what institutions to compare should be the criterion of overlapping service area. In other words, the most important comparisons should be those between institutions or groups of institutions that serve students from similar geographical areas. Using this criterion, it was found that to some extent (though in varying degrees) each of the eight public colleges and universities in Mississippi has a statewide orientation and attracts students from throughout the state. Since all eight institutions may be said to have overlapping service areas (at least to some degree), it was concluded that comparisons should be made between the grouped traditionally white and the grouped traditionally black institutions. Such a comparative framework would provide a foundation for helping to determine whether there is a statewide dual structure and, further, if program equality exists (and has existed) between the traditionally white and the traditionally black institutions in the State of Mississippi.

Notwithstanding the importance of comparison between the grouped historically white and the grouped historically black institutions, it also seemed no less important to compare individual white and individual black institutions. For while all eight institutions in Mississippi have overlapping service areas, it is also the case that the service areas of certain "sets" or "pairs" of institutions overlap more than others. Accordingly, six sets of comparative institutions were chosen on the basis of the criterion of overlapping service areas. That is, out of the pool of fifteen possible comparative groups (comparing each of the three historically black institutions with each

of the five historically white institutions yields a total of fifteen potential comparisons), six sets of institutions were found to have a considerable degree of overlap in service area. The six sets (with each set including one traditionally black and one traditionally white institution) of comparative institutions are the Mississippi State University and Jackson State University, University of Mississippi and Jackson State University, University of Southern Mississippi and Jackson State University, Delta State University and Mississippi Valley State University, University of Southern Mississippi and Alcorn State University, and Mississippi State University and Alcorn State University. The fourth and fifth sets include institutions that are geographically proximate to one another, while the other four sets are made up of the five institutions that clearly have statewide orientations and service areas. (Jackson State University was also included in three comparative groups because it is the major traditionally black institution, and, as a doctoral-granting institution, it was appropriate to compare Jackson State with the three doctoral-granting traditionally white institutions. Moreover, Alcorn State University was compared with Mississippi State University not least because both are land-grant institutions.)

While reference to one or more of the six comparative groups will be made throughout the report, these institutional comparisons will be utilized most extensively in Part One. Throughout the remainder of the report, references to the comparative institutions will be made on a selective basis, especially in those instances where the findings regarding one or more comparative sets of institutions differ from the overall findings based on comparisons between the grouped historically black and the grouped historically white institutions.)

Several major observations regarding data collection, data analysis, and reporting should be mentioned. First, in

order to establish a framework for the analysis of curricula, this report is organized around null hypotheses. In each subsection of the report, a null hypothesis precedes the identification of the pertinent data source(s), the analysis and presentation of major findings, and the conclusion.

Second, in order to make program comparisons across institutions, a master program inventory was derived from the automated version of the Academic Programs Inventory (dated October 15, 1986) developed by the Board of Trustees of State Institutions of Higher Learning in Mississippi. The conversion of the automated version of the Academic Programs Inventory to a master format that would allow for program comparisons was a fairly complex undertaking, requiring the investigator to make various assumptions in classifying programs. Appendix C, which displays the Academic Programs Inventory, discusses

UNITED STATES' EXHIBIT 685a

Table 1
PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS

	Historically Black (3)	Historically White (5)
Bachelors Level		
Duplicated Programs	42	42
Total Programs	52	129
Percent of Duplication	81	33
Masters Level		
Duplicated Programs	26	26
Total Programs	29	105
Percent of Duplication	90	25
Specialist Level		
Duplicated Programs	8	8
Total Programs	9	16
Percent of Duplication	89	50
Doctoral Level		
Duplicated Programs	0	0
Total Programs	1	40
Percent of Duplication	0	0
First Professional Level		
Duplicated Programs	0	0
Total Programs	0	2
Percent of Duplication	0	0

UNITED STATES' EXHIBIT 685b

Table 2

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. (MSU) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Management and Administration	X*	X*		
0509	Marketing and Purchasing	X*			
0517	Business Economics	X*			
0701	Computer and Information Sciences, general	X	X*		
0802	Elementary Education	X*	X*	X*	
0803	Secondary Education	X*	X*	X*	
0808	Special Education, general	X*	X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0832	Music Education	X*	X*		
0835	Physical Education	X	X*		
0838	Business, Commerce, and Distributive Education	X*			
0839	Industrial Arts, Vocational, and Technical Education	X*	X*		
1002	Art	X			
1105	Spanish	X			
1501	English, general	X	X*		

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. (MSU) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
1701	Mathematics, general	X	X*		
1902	Physics, general	X			
1905	Chemistry, general	X	X*		
2001	Psychology, general	X			
2102	Public Administration		X*		
2205	History	X	X*		
2207	Political Science and Government	X	X*		
2208	Sociology	X	X*		

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2—Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Mississippi (UM) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Management and Administration	X*	X*		
0509	Marketing and Purchasing	X*			
0514	Secretarial Studies	X*			
0517	Business Economics	X*			
0701	Computer and Information Sciences, general	X			
0802	Elementary Education	X*	X*	X*	
0803	Secondary Education	X*	X*	X*	
0808	Special Education, general	X*	X*	X*	
0823	Pre-Elementary Education		X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0831	Art Education		X*		
0835	Physical Education	X	X*	X*	
0838	Business, Commerce, and Distributive Education	X*	X*	X*	
0842	Educational Media		X*		
1002	Art	X			
1004	Music	X			
1105	Spanish	X			
1501	English, general	X	X*		
1701	Mathematics, general	X	X*		

Table 2—Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Mississippi (UM) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
1902	Physics, general	X			
1905	Chemistry, general	X	X*		
2001	Psychology, general	X			
2102	Public Administration		X*		
2104	Social Work and Helping Services	X*			
2105	Law Enforcement and Corrections	X*			
2205	History	X	X*		
2207	Political Science and Government	X	X*		
2208	Sociology	X	X*		

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2—Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Southern Mississippi (USM) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0401	Biology, general	X	X*		
0502	Accounting	X*	X*		
0504	Banking and Finance	X*			
0506	Business Management and Administration	X*	X*		
0509	Marketing and Purchasing	X*			
0517	Business Economics	X*			
0701	Computer and Information Sciences, general	X	X*		
0802	Elementary Education	X*			
0803	Secondary Education	X*			
0808	Special Education, general	X*	X*	X*	
0826	Student Personnel		X*	X*	
0827	Educational Administration		X*	X*	
0831	Art Education		X*		
0832	Music Education	X*	X*		
0834	Science Education		X*		
0835	Physical Education	X	X*		
0838	Business, Commerce, and Distributive Education	X*	X*		
0839	Industrial Arts, Vocational, and Technical Education	X*	X*		
1002	Art	X			
1004	Music	X			
1105	Spanish	X			
1501	English, general	X	X*		

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Southern Mississippi (USM) and Jackson State U. (JSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
1701	Mathematics, general	X	X*		
1902	Physics, general	X			
1905	Chemistry, general	X	X*		
2001	Psychology, general	X			
2104	Social Work and Helping Service	X*	X*		
2105	Law Enforcement and Corrections	X*			
2201	Social Sciences, general	X			
2205	History	X	X*		
2207	Political Science and Government	X	X*		
2208	Sociology	X			
240[illegible]	Industrial Technology	X*			

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Delta State U. (DSU) and Mississippi Valley State U. (VSU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0401	Biology, general	X			
0506	Business Management and Administration	X*			
0514	Secretarial Studies	X*			
0802	Elementary Education	X*			
0832	Music Education	X*			
0835	Physical Education	X			
1002	Art	X			
1004	Music	X			
1501	English, general	X			
1701	Mathematics, general	X			
2104	Social Work and Helping Services	X*			
2105	Law Enforcement and Corrections	X*			
2208	Sociology	X			

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Southern Mississippi (USM) and Alcorn State U. (ASU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0401	Biology, general	X			
0502	Accounting	X*			
0506	Business Management and Administration	X*			
0701	Computer and Information Sciences, general	X			
0802	Elementary Education	X*			
0803	Secondary Education	X*			
0808	Special Education, general	X*			
0832	Music Education	X*			
0835	Physical Education	X			
0837	Health Education	X*			
0838	Business, Commerce, and Distributive Education	X*			
0839	Industrial Arts, Vocational, and Technical Education	X*			
1203	Nursing	X*			
1301	Home Economics, general	X*			
1306	Foods and Nutrition	X*			
1501	English, general	X			
1701	Mathematics, general	X			
1905	Chemistry, general	X			
2201	Social Sciences, general	X			
2205	History	X			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

U. of Southern Mississippi (USM) and Alcorn State U. (ASU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
2207	Political Science and Government	X			
2208	Sociology	X			
2407	Industrial Technology	X*			

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

Table 2 – Continued
PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. (MSU) and Alcorn State U. (ASU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
0101	Agriculture, general	X			
0102	Agronomy	X			
0104	Animal Science	X			
0111	Agricultural Economics	X			
0401	Biology, general	X			
0502	Accounting	X*			
0506	Business Management and Administration	X*			
0701	Computer and Information Sciences, general	X			
0802	Elementary Education	X*	X*		
0803	Secondary Education	X*	X*		
0808	Special Education, general	X*			
0822	Educational Psychology	X*			
0832	Music Education	X*			
0835	Physical Education	X			
0838	Business, Commerce, and Distributive Education	X*			
0839	Industrial Arts, Vocational, and Technical Education	X			
0840	Agricultural and Extension Education	X			
1301	Home Economics, general	X			
1501	English, general	X			
1701	Mathematics, general	X			

Table 2 – Continued

PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. (MSU) and Alcorn State U. (ASU)

HEGIS	Name of Discipline (Program)	Duplicated Programs*			
		B	M	S	D
1905	Chemistry, general	X			
2204	Economics	X			
2205	History	X			
2207	Political Science and Government	X			
2208	Sociology	X			

* An asterisk is placed next to those programs classified as unnecessarily duplicated.

UNITED STATES' EXHIBIT 685c

TABLE 3
SUMMARY OF PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. and Jackson State U.

	MSU					JSU			
	B	M	S	D	F	B	M	S	D
Duplicated Programs	24	19	5	0	0	24	19	5	0
Total Programs	71	58	1*	21	1	36	27	9	1
Percent Duplication	34	33		0	0	67	70	56	0

U. of Mississippi and Jackson State U.

	UM					JSU			
	B	M	S	D	F	B	M	S	D
Duplicated Programs	26	20	8	0	0	26	20	8	0
Total Programs	59	45	13	21	1	36	27	9	1
Percent Duplication	44	44	62	0	0	72	74	89	0

U. of South. Miss. and Jackson State U.

	USM				JSU			
	B	M	S	D	B	M	S	D
Duplicated Programs	29	19	3	0	29	19	3	0
Total Programs	64	45	2*	13	36	27	9	1
Percent Duplication	45	42		0	81	70	33	0

TABLE 3—Continued
SUMMARY OF PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Delta State U. and Miss. Valley State U.

	DSU				MVSU			
	B	M	S	D	B	M	S	D
Duplicated Programs	13	0	0	0	13	0	0	0
Total Programs	38	13	5	1	16	1	0	0
Percent Duplication	34	0	0	0	81	0	0	0

U. of South. Miss. and Alcorn State U.

	USM				ASU			
	B	M	S	D	B	M	S	D
Duplicated Programs	23	0	0	0	23	0	0	0
Total Programs	64	45	2	13	36	3	0	0
Percent Duplication	36	0	0	0	64	0	0	0

Mississippi State U. and Alcorn State U.

	MSU					ASU			
	B	M	S	D	F	B	M	S	D
Duplicated Programs	25	2	0	0	0	25	2	0	0
Total Programs	71	58	1	21	1	36	3	0	0
Percent Duplication	35	3	0	0	0	69	67	0	0

* The number of duplicated programs exceeds the total number of programs because several programs at the specialist level were con-

TABLE 3—Continued

solidated into other areas. As noted in the Introduction, all consolidated programs were not counted as "programs" (except for purposes of the duplication analysis), hence previous programs that have been consolidated are not included in the total program count. In most cases, consolidated programs were treated as "programs" for purposes of examining duplication, hence they are reflected in the counts for duplicated programs.

Degree Level Key:

B: Bachelors
M: Masters
S: Specialist
D: Doctorate
F: First Professional

UNITED STATES' EXHIBIT 685d

TABLE 4

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
0400	Biological Sciences	0401	Biology
		0402	Botany
		0407	Zoology
		0410	Physiology, human and animal
		0411	Microbiology
		0412	Anatomy
		0414	Biochemistry
		0416	Molecular biology
		0417	Cell biology
		0420	Ecology
		0421	Entomology
		0422	Genetics
0700	Computer and Information Sciences	0701	Computer and information sciences
		0702	Information sciences and systems
		0703	Data processing
		0704	Computer programming
		0705	Systems analysis
0800	Education	0835	Physical Education
1000	Fine and Applied Arts	1001	Art
		1002	Art

TABLE 4—Continued

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
1000	Fine and Applied Arts (continued)	1003	Art History
		1004	Music
		1005	Music
		1006	Music History
		1007	Theater
1100	Foreign Languages	1101	Foreign languages
		1102	French
		1103	German
		1104	Italian
		1105	Spanish
		1106	Russian
		1109	Latin
		1110	Classical Languages
1500	Letters	1501	English
		1502	Literature, English
		1503	Comparative literature
		1504	Classics
		1505	Linguistics
		1506	Speech, debate, and forensic science
		1507	Creative writing
		1509	Philosophy
1700	Mathematics	1701	Mathematics
		1702	Statistics, mathematical and theoretical

TABLE 4—Continued

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
1700	Mathematics (continued)	1703	Applied mathematics
1900	Physical Sciences	1901	Physical sciences
		1902	Physics
		1903	Molecular physics
		1904	Nuclear physics
		1905	Chemistry
		1906	Inorganic chemistry
		1907	Organic chemistry
		1908	Physical chemistry
		1909	Analytical chemistry
		1911	Astronomy
		1912	Astrophysics
		1913	Atmospheric sciences and meterology
		1914	Geology
		1917	Earth sciences
2000	Psychology	2001	Psychology
		2002	Experimental psychology
		2005	Social psychology
		2007	Statistics in psychology
		2009	Developmental psychology
		2010	Physiological psychology

TABLE 4 – Continued

PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
2200	Social Sciences	2201	Social sciences
		2202	Anthropology
		2204	Economics
		2205	History
		2206	Geography
		2207	Political science and government
		2208	Sociology

UNITED STATES' EXHIBIT 685e

TABLE 5

LAND-GRANT PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
0100	Agricultural and Natural Resources	0101	Agriculture
		0102	Agronomy
		0103	Soils science
		0104	Animal science
		0105	Dairy science
		0106	Poultry science
		0107	Fish, game, and wildlife management
		0108	Horticulture
		0109	Ornamental horticulture
		0110	Agricultural and farm management
		0111	Agricultural economics
		0112	Agricultural business
		0113	Food science and technology
		0114	Forestry
		0115	Natural resources management
		0116	Agriculture and forestry technologies
		0117	Range management
		0199	Other

TABLE 5 – Continued

LAND-GRANT PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
0800	Education	0839	Industrial arts, vocational, and technical education
		0840	Agricultural and extension education
0900	Engineering	0901	Engineering
		0902	Aerospace, aeronautical, and astronautical engineering
		0903	Agricultural engineering
		0904	Architectural engineering
		0905	Bioengineering and biomedical engineering
		0906	Chemical engineering
		0907	Petroleum engineering
		0909	Electrical, electronics, and communications engineering
		0910	Mechanical engineering
		0911	Geological engineering

TABLE 5—Continued

LAND-GRANT PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
0900	Engineering (continued)	0912	Geophysical engineering
		0913	Industrial and management engineering
		0914	Metallurgical engineering
		0915	Materials engineering
		0916	Ceramic engineering
		0917	Textile engineering
		0918	Mining and mineral engineering
		0919	Engineering physics
		0920	Nuclear engineering
		0921	Engineering mechanics
		0922	Environmental and sanitary engineering
		0923	Naval architecture and marine engineering
		0924	Ocean engineering
		0925	Engineering technologies
1300	Home Economics	1301	Home economics
		1302	Home decoration and home equipment

TABLE 5 – Continued

LAND-GRANT PROGRAMS IN WHICH DUPLICATION CAN BE CONSIDERED NECESSARY

HEGIS	Major Field	HEGIS	Discipline Name
1300	Home Economics (continued)	1303	Clothing and textiles
		1304	Consumer economics and home management
		1305	Family relations and child development
		1306	Foods and nutrition
		1307	Institutional management and cafeteria management
1800	Military Sciences	1801	Military science
		1802	Naval science
		1803	Aerospace science

UNITED STATES' EXHIBIT 685f

TABLE 6
UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS

	Historically Black (3)	Historically White (5)
Bachelors Level		
Programs Unnecessarily Duplicated	22	22
Total Programs	52	129
Percent Unnecessarily Duplicated	42	17
Masters Level		
Programs Unnecessarily Duplicated	26	26
Total Programs	29	105
Percent Unnecessarily Duplicated	90	25
Specialist Level		
Programs Unnecessarily Duplicated	8	8
Total Programs	9	16
Percent Unnecessarily Duplicated	89	50
Doctoral Level		
Programs Unnecessarily Duplicated	0	0
Total Programs	1	40
Percent Unnecessarily Duplicated	0	0

TABLE 6—Continued
UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS

	Historically Black (3)	Historically White (5)
First Professional Level		
Programs Unnecessarily Duplicated	0	0
Total Programs	0	2
Percent Unnecessarily Duplicated	0	0

UNITED STATES' EXHIBIT 685g

TABLE 7

SUMMARY OF UNNECESSARY PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

Mississippi State U. and Jackson State U.

	MSU					JSU			
	B	M	S	D	F	B	M	S	D
Programs Unnecessarily Duplicated	11	19	5	0	0	11	19	5	0
Total Programs	71	58	1*	21	1	36	27	9	1
Percent Unnecessarily Duplicated	15	33		0	0	31	70	56	0

U. of Mississippi and Jackson State U.

	UM					JSU			
	B	M	S	D	F	B	M	S	D
Programs Unnecessarily Duplicated	12	20	8	0	0	12	20	8	0
Total Programs	59	45	13	21	1	36	27	9	1
Percent Unnecessarily Duplicated	20	44	62	0	0	33	74	89	0

TABLE 7—Continued
SUMMARY OF UNNECESSARY PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

	U. of South. Miss. and Jackson State U.							
	USM				JSU			
	B	M	S	D	B	M	S	D
Programs Unnecessarily Duplicated	14	19	3	0	14	19	3	0
Total Programs	64	45	2*	13	36	27	9	1
Percent Unnecessarily Duplicated	22	42		0	39	70	33	0

	Delta State U. and Miss. Valley State U.							
	DSU				MVSU			
	B	M	S	D	B	M	S	D
Programs Unnecessarily Duplicated	6	0	0	0	6	0	0	0
Total Programs	38	13	5	1	16	1	0	0
Percent Unnecessarily Duplicated	16	0	0	0	38	0	0	0

TABLE 7—Continued

SUMMARY OF UNNECESSARY PROGRAM DUPLICATION IN COMPARATIVE INSTITUTIONS

	U. of South. Miss. and Alcorn State U.							
	USM				ASU			
	B	M	S	D	B	M	S	D
Programs Unnecessarily Duplicated	13	0	0	0	13	0	0	0
Total Programs	64	45	2	13	36	3	0	0
Percent Unnecessarily Duplicated	20	0	0	0	36	0	0	0

	Mississippi State U. and Alcorn State U.								
	MSU					ASU			
	B	M	S	D	F	B	M	S	D
Programs Unnecessarily Duplicated	8	2	0	0	0	8	2	0	0
Total Programs	71	58	1	21	1	36	3	0	0
Percent Unnecessarily Duplicated	11	3	0	0	0	22	67	0	0

* The number of duplicated programs exceeds the total number of programs because several programs at the specialist level were consolidated into other areas. As noted in the Introduction, all consolidated programs were not counted as "programs" (except for purposes of the duplication analysis), hence previous programs that have been consolidated are not included in the total program count. In most cases, consolidated programs were treated as "programs" for purposes of examining duplication, hence they are reflected in the counts for duplicated programs.

UNITED STATES' EXHIBIT 685h

TABLE 8

NUMBER OF PROGRAMS, BY DEGREE LEVEL, IN HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS IN MISSISSIPPI

	Degree Level					
	B	M	S	D	F	Totals
Historically Black						
Jackson State University	36	27	9	1	0	73
Alcorn State University	36	3	0	0	0	39
Mississippi Valley State University	16	1	0	0	0	17
Totals	88	31	9	1	0	129
Average No. of Programs	29	10	3	.33	0	43
Historically White						
University of Mississippi	59	45	13	21	3	141
Mississippi State University	71	58	1	21	1	152
University of Southern Mississippi	64	45	2	13	0	124
Delta State University	38	13	5	1	0	57
Mississippi University for Women	26	1	0	0	0	27
Totals	258	162	21	56	4	501
Average No. of Programs	52	32	4	11	1	100

Degree Level Key:
B: Bachelors
M: Masters
S: Specialist
D: Doctorate
F: First Professional

Note: In this table only, first professional programs from UMMC are included.

Source: *Academic Programs Inventory: State Universities of Mississippi*. Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, October 15, 1986.

UNITED STATES' EXHIBIT 685i

TABLE 9

NUMBER OF MAJOR FIELDS (RANGE) IN WHICH PROGRAMS ARE OFFERED IN HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS IN MISSISSIPPI

	Degree Level			
	B	M	S	D
Historically Black				
Jackson State University	14	9	1	1
Alcorn State University	12	2	0	0
Mississippi Valley State University	11	1	0	0
Average No. of Major Fields	12	4	.3	.3
Historically White				
University of Mississippi	19	16	4	11
Mississippi State University	19	15	1	8
University of Southern Mississippi	21	17	2	9
Delta State University	16	2	1	1
Mississippi University for Women	12	1	0	0
Average No. of Major Fields	17	10	2	6

Source: *Academic Programs Inventory: State Universities of Mississippi.* Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, October 15, 1986.

UNITED STATES' EXHIBIT 685j

TABLE 10

PROGRAMS ELIGIBLE FOR PROFESSIONAL ACCREDITATION AND PROGRAMS ACCREDITED, BY DEGREE LEVEL

Historically Black Institutions

Level	Number Eligible	Number Accredited	Percent Accredited
Bachelors	38	23	61
Masters	20	15	75
Specialist	10	10	100
Doctorate	1	0	0
Total	69	48	70

Historically White Institutions

Level	Number Eligible	Number Accredited	Percent Accredited
Bachelors	114	80	70
Masters	68	59	87
Specialist	33	33	100
Doctorate	27	27	100
Total	242	199	82

Note: Table 10 includes programs at the baccalaureate degree level and above.

Source: *Accreditations Held by Mississippi Universities.* Jackson, Mississippi: Board of Trustees of State Institutions of Higher Learning, February, 1984.

UNITED STATES' EXHIBIT 685k

TABLE 11

NUMBER OF BOOK VOLUMES IN LIBRARIES OF HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS IN MISSISSIPPI

	Number of Book Volumes
Historically Black	
Jackson State University	423,812*
Alcorn State University	201,547
Mississippi Valley State University	114,580
Average	246,646
Historically White	
University of Mississippi	602,032
Mississippi State University	682,337
University of Southern Mississippi	708,672
Delta State University	276,781
Mississippi University for Women	297,215
Average	513,407

* Figure includes microtexts.

Source: *American Library Directory*, 39th Edition, Vol. 1. New York: R. R. Bowker, 1986.

EXHIBIT STATES' EXHIBIT 685i

TABLE 12

PERCENTAGE OF FACULTY WITH DOCTORATE[1]

	Percentage of Faculty With Doctorate[2]
Historically Black	
Jackson State University	50
Alcorn State University	50
Mississippi Valley State University	46
Average	48.7
Historically White	
University of Mississippi	74
Mississippi State University	76
University of Southern Mississippi	54
Delta State University	56
Mississippi University for Women	48
Average	61.6

[1] Includes only full-time faculty

[2] A random sample of 50 faculty members was taken from each institution.

Source: College and University Catalogs.

UNITED STATES' EXHIBIT 685m

TABLE 13

PERCENTAGE OF FACULTY WITH HIGHEST DEGREE FROM RESEARCH UNIVERSITY I[1]

	Percentage of Faculty With Highest Degree From Research University I[2]
Historically Black	
Jackson State University	26
Alcorn State University	8
Mississippi Valley State University	8
Average	14
Historically White	
University of Mississippi	32
Mississippi State University	28
University of Southern Mississippi	16
Delta State University	14
Mississippi University for Women	6
Average	19.2

[1] Includes only full-time faculty

[2] A random sample of 50 faculty members was taken from each institution.

Note: See Appendix A for a list of Research University I institutions.

Source: College and University Catalogs.

UNITED STATES' EXHIBIT 685n

TABLE 14

PERFORMANCE OF FRESHMAN (1985-1986) IN MISSISSIPPI'S HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS ON THE AMERICAN COLLEGE TEST

	ACT Composite Score
Historically Black	
Jackson State University	14.0
Alcorn State University	15.0
Mississippi Valley State University	11.8
Average Score	13.6
Historically White	
University of Mississippi	21.0
Mississippi State University	20.0
University of Southern Mississippi	15.0
Delta State University	18.4
Mississippi University for Women	20.0
Average Score	18.9

Source: *Lovejoy's Guide to Colleges*. New York: Monarch, 1985.

American Universities and Colleges. New York: Gruyter, 1983. (This source used only in the case of MVSU.)

UNITED STATES' EXHIBIT 685o

TABLE 15

PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS (1981-1986)

	Historically Black (3)			Historically White (5)		
	1981	1986	% Change	1981	1986	% Change
Bachelors Level						
Duplicated Programs	51	42		51	42	
Total Programs	59	52		147	129	
Percent of Duplication	86	81	− 5	35	33	− 2
Masters Level						
Duplicated Programs	28	26		28	26	
Total Programs	32	29		116	105	
Percent of Duplication	87	90	+ 3	24	25	+ 1
Specialist Level						
Duplicated Programs	10	8		10	8	
Total Programs	11	9		24	16	
Percent of Duplication	91	89	− 2	42	50	+ 8
Doctoral Level						
Duplicated Programs	0	0		0	0	
Total Programs	1	1		45	40	
Percent of Duplication	0	0	0	0	0	0

UNITED STATES' EXHIBIT 685p

TABLE 16

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	Mississippi State U. and Jackson State U.					
	MSU			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Duplicated Programs	31	24	−7	31	24	−7
Total Programs	102	71		46	36	
Percent of Duplication	30	34	+4	67	67	0
Masters Level						
Duplicated Programs	21	19	−2	21	19	−2
Total Programs	69	58		30	27	
Percent of Duplication	30	33	+3	70	70	0
Specialist Level						
Duplicated Programs	6	5	*	6	5	−1
Total Programs	9	1		11	9	
Percent of Duplication	67			54	56	+2
Doctoral Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	24	21		1	1	
Percent of Duplication	0	0	0	0	0	0

TABLE 16 – Continued

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of Mississippi and Jackson State U.					
	UM			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Duplicated Programs	31	26	– 5	31	26	– 5
Total Programs	87	59		46	36	
Percent of Duplication	35	44	+ 9	67	72	+ 5
Masters Level						
Duplicated Programs	23	20	– 3	23	20	– 3
Total Programs	67	45		30	27	
Percent of Duplication	34	44	+ 10	77	74	– 3
Specialist Level						
Duplicated Programs	9	8	– 1	9	8	– 1
Total Programs	17	13		11	9	
Percent of Duplication	52	62	+ 10	82	89	+ 7
Doctoral Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	21	21		1	1	
Percent of Duplication	0	0	0	0	0	0

TABLE 16—Continued

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of South. Miss. and Jackson State U.					
	USM			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Duplicated Programs	35	29	−6	35	29	−6
Total Programs	93	64		46	36	
Percent of Duplication	38	45	+7	76	81	+5
Masters Level						
Duplicated Programs	23	19	−4	23	19	−4
Total Programs	59	45		30	27	
Percent of Duplication	39	42	+3	77	70	−7
Specialist Level						
Duplicated Programs	7	3		7	3	−4
Total Programs	15	2*		11	9	
Percent of Duplication	47			64	33	−31
Doctoral Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	15	13		1	1	
Percent of Duplication	0	0	0	0	0	0

TABLE 16—Continued

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	Delta State U. and Miss. Valley State U.					
	DSU			MVSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Duplicated Programs	27	13	−14	27	13	−14
Total Programs	54	38		35	16	
Percent of Duplication	50	34	−16	77	81	+4
Masters Level						
Duplicated Programs	1	0	−1	1	0	−1
Total Programs	21	13		2	1	
Percent of Duplication	5	0	−5	50	0	−50
Specialist Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	4	5		0	0	
Percent of Duplication	0	0	0	0	0	0
Doctoral Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	1	1		0	0	
Percent of Duplication	0	0	0	0	0	0

TABLE 16—Continued

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of South. Miss. and Alcorn State U.					
	USM			ASU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Duplicated Programs	24	23	−1	24	23	−1
Total Programs	93	64		44	36	
Percent of Duplication	26	36	+10	55	64	+9
Masters Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	59	45		3	3	
Percent of Duplication	0	0	0	0	0	0
Specialist Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	15	2		0	0	
Percent of Duplication	0	0	0	0	0	0
Doctoral Level						
Duplicated Programs	0	0	0	0	0	0
Total Programs	15	13		0	0	
Percent of Duplication	0	0	0	0	0	0

TABLE 16 – Continued

PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

* The number of duplicated programs exceeds the total number of programs because several programs at the specialist level were consolidated into other areas. As noted in the Introduction, all consolidated programs were not counted as "programs" (except for purposes of the duplication analysis), hence previous programs that have been consolidated are not included in the total program count. In most cases, consolidated programs were treated as "programs" for purposes of examining duplication, hence they are reflected in the counts for duplicated programs.

UNITED STATES' EXHIBIT 685q

TABLE 17

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS
(1981-1986)

	Historically Black (3)			Historically White (5)		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	34	22 (33)*		34	22 (33)	
Total Programs	59	52 (52)		147	129 (129)	
Percent Unnecessarily Duplicated	58	42 (63)	− 16(+ 5)	23	17 (26)	− 6 (+ 3)
Masters Level						
Programs Unnecessarily Duplicated	28	26		28	26	
Total Programs	32	29		116	105	
Percent Unnecessarily Duplication	87	90	+ 3	24	25	+ 1

TABLE 17 – Continued

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, BETWEEN GROUPED HISTORICALLY BLACK AND GROUPED HISTORICALLY WHITE INSTITUTIONS (1981-1986)

	Historically Black (3)			Historically White (5)		
	1981	1986	Change	1981	1986	Change
Specialist Level						
Programs Unnecessarily Duplicated	10	8		10	8	
Total Programs	11	9		24	16	
Percent Unnecessarily Duplicated	91	89	– 2	42	50	+ 8
Doctoral Level						
Programs Unnecessarily Duplicated	0	0		0	0	
Total Programs	1	1		45	40	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

* Since my 1986 definitions of unnecessary program duplication are more inclusive (including land-grant duplication as unnecessary) than my 1981 definitions, it is important to compare figures using identical definitions. Figures in parentheses reflect the definitions of unnecessary duplication used in 1982 and applied to the 1986 data.

UNITED STATES' EXHIBIT 685r

TABLE 18

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	Mississippi State U. and Jackson State U.					
	MSU			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	16	11	-	16	11	
Total Programs	102	71		46	36	
Percent Unnecessarily Duplicated	16	15	- 1	35	31	- 4
Masters Level						
Programs Unnecessarily Duplicated	21	19	- 2	21	19	- 2
Total Programs	69	58		30	27	
Percent Unnecessarily Duplicated	30	33	+ 3	70	70	0
Specialist Level						
Programs Unnecessarily Duplicated	6	5*		6	5	- 1
Total Programs	9	1		11	9	
Percent Unnecessarily Duplicated	67			54	56	+ 2
Doctoral Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	24	21		1	1	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

TABLE 18 – Continued

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of Mississippi and Jackson State U.					
	UM			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	16	12	– 4	16	12	– 4
Total Programs	87	59		46	36	
Percent Unnecessarily Duplicated	18	20	+ 2	34	33	– 1
Master Level						
Programs Unnecessarily Duplicated	23	20	– 3	23	20	– 3
Total Programs	67	45		30	27	
Percent Unnecessarily Duplicated	34	44	+ 10	77	74	– 3
Specialist Level						
Programs Unnecessarily Duplicated	9	8	– 1	9	8	– 1
Total Programs	17	13		11	9	
Percent Unnecessarily Duplicated	52	62	+ 10	82	89	+ 7
Doctoral Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	21	21		1	1	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

TABLE 18—Continued

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of Southern Mississippi and Jackson State U.					
	USM			JSU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	19	14	− 5	19	14	− 5
Total Programs	93	64		46	36	
Percent Unnecessarily Duplicated	20	22	+ 2	41	39	− 2
Master Level						
Programs Unnecessarily Duplicated	23	19	− 4	23	19	− 4
Total Programs	59	45		30	27	
Percent Unnecessarily Duplicated	39	42	+ 3	77	70	− 7
Specialist Level						
Programs Unnecessarily Duplicated	7	3*		7	3	− 4
Total Programs	15	2		11	9	
Percent Unnecessarily Duplicated	47			64	33	− 31
Doctoral Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	15	13		1	1	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

TABLE 18 – Continued

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	Delta State U. and Mississippi Valley State U.					
	DSU			MVS		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	17	6	– 11	17	6	– 11
Total Programs	54	38		35	16	
Percent Unnecessarily Duplicated	31	16	– 15	48	38	– 10
Master Level						
Programs Unnecessarily Duplicated	1	0	– 1	1	0	– 1
Total Programs	21	13		2	1	
Percent Unnecessarily Duplicated	0	0	– 5	50	0	– 50
Specialist Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	4	5	0	0	0	0
Percent Unnecessarily Duplicated	0	0		0	0	
Doctoral Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	1	1		0	0	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

TABLE 18—Continued

UNNECESSARY PROGRAM DUPLICATION, BY DEGREE LEVEL, IN COMPARATIVE INSTITUTIONS (1981-1986)

	U. of Southern Mississippi and Alcorn State U.					
	USM			ASU		
	1981	1986	Change	1981	1986	Change
Bachelors Level						
Programs Unnecessarily Duplicated	16	13		16	12	
Total Programs	93	64		44	36	
Percent Unnecessarily Duplicated	17	20	+ 2	36	33	− 3
Master Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	59	45		3	3	
Percent Unnecessarily Duplicated	0	0	*0*	0	0	0
Specialist Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	15	2		0	0	
Percent Unnecessarily Duplicated	0	0	0	0	0	0
Doctoral Level						
Programs Unnecessarily Duplicated	0	0	0	0	0	0
Total Programs	15	13		0	0	
Percent Unnecessarily Duplicated	0	0	0	0	0	0

TABLE 18—Continued

*The number of duplicated programs exceeds the total number of programs because several programs at the specialist level were concolidated into other areas. As noted in the Introduction, all consolidated programs were not counted as "programs" (except for purposes of the duplication analysis), hence previous programs that have been consolidated are not included in the total program count. In most cases, consolidated programs were treated as "programs" for purposes of examining duplication, hence they are reflected in the counts for duplicated programs.

UNITED STATES' EXHIBIT 685s

TABLE 19

NUMBER OF UNIQUE (UNDUPLICATED), NON-ESSENTIAL BACHELORS PROGRAMS IN THE TRADITIONALLY BLACK INSTITUTIONS IN FIVE COMPARATIVE PAIRS (1981-1986)

	1981	*1986*	*Change*
Jackson St. U.-Mississippi State U.	9	7	– 2
Jackson St. U.-U. of Mississippi	9	6	– 3
Jackson St. U.-U. of So. Mississippi	7	4	– 3
Miss. Valley St. U.-Alcorn St. U.	7	2	– 5
Alcorn St. U.-U. of So. Mississippi	8	3	– 5

UNITED STATES' EXHIBIT 685t

TABLE 20

UNIQUE (UNDUPLICATED), NON-ESSENTIAL BACHELORS PROGRAMS IN THE TRADITIONALLY BLACK INSTITUTION IN FIVE COMPARATIVE PAIRS (1986)

Jackson State University-Mississippi State University

0514	Secretarial Studies
0607	Mass Communications
0833	Mathematics Education
2104	Social Work and Helping Services
2105	Law Enforcement and Corrections
2214	Urban Studies
2407	Industrial Technology

Jackson State University and University of Mississippi

0607	Mass Communications
0832	Music Education
0833	Mathematics Education
0839	Industrial Arts, Vocational, and Technical Education
2214	Urban Studies
2407	Industrial Technology

Jackson State University and University of Southern Mississippi

0514	Secretarial Studies
0607	Mass Communications
0833	Mathematics Education
2214	Urban Studies

Mississippi Valley State University and Delta State University

1214	Public Health
2407	Industrial Technology

TABLE 20 – Continued

UNIQUE (UNDUPLICATED), NON-ESSENTIAL BACHELORS PROGRAMS IN THE TRADITIONALLY BLACK INSTITUTIONS IN FIVE COMPARATIVE PAIRS (1986)

Alcorn State University and University of Southern Mississippi*

0514	Secretarial Studies
0822	Educational Psychology
0833	Mathematics Education

* Two of the three cooperative programs at ASU are unduplicated at USM; they are Physical Therapy (1212) and Medical Record Librarianship (1215). Medical Lab Technologies (1223) is duplicated. At most, there are five unique, non-essential programs at ASU (including the two cooperative programs).

UNITED STATES' EXHIBIT 685v

TABLE 22

NUMBER OF PROGRAMS, BY DEGREE LEVEL, IN HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS IN MISSISSIPPI (1981-1986)

	Bachelors Degree Level		
	1981	1986	Change
Historically Black			
Jackson State University	46	36	– 10
Alcorn State University	44	36	– 8
Mississippi Valley State Univ.	35	16	– 19
Average Number of Programs	42	29	– 31
Historically White			
University of Mississippi	87	59	– 27
Mississippi State University	102	71	– 29
Univ. of Southern Mississippi	93	64	– 29
Delta State University	54	38	– 16
Mississippi University for Women	49	26	– 23
Average Number of Programs	77	52	– 32

	Masters Degree Level		
	1981	1986	Change
Historically Black			
Jackson State University	30	27	– 3
Alcorn State University	3	3	0
Mississippi Valley State Univ.	2	1	– 1
Average Number of Programs	12	10	– 17
Historically White			
University of Mississippi	67	45	– 22
Mississippi State University	69	58	– 11
Univ. of Southern Mississippi	59	45	– 14
Delta State University	21	13	– 8
Mississippi University for Women	18	1	– 17
Average Number of Programs	47	32	– 32

TABLE 22—Continued

NUMBER OF PROGRAMS, BY DEGREE LEVEL, IN HISTORICALLY BLACK AND HISTORICALLY WHITE INSTITUTIONS IN MISSISSIPPI (1981-1986)

	Specialist Degree Level		
	1981	1986	Change
Historically Black			
Jackson State University	11	9	− 2
Alcorn State University	0	0	
Mississippi Valley State Univ.	0	0	
Average Number of Programs	4	3	−25
Historically White			
University of Mississippi	17	13	− 4
Mississippi State University	9	1	− 8
Univ. of Southern Mississippi	15	2	−13
Delta State University	4	5	+ 1
Mississippi University for Women	0	0	0
Average Number of Programs	9	4	−55

	Doctoral Degree Level		
	1981	1986	Change
Historically Black			
Jackson State University	1	1	0
Alcorn State University	0	0	
Mississippi Valley State Univ.	0	0	
Average Number of Programs	.33	.33	0
Historically White			
University of Mississippi	21	21	0
Mississippi State University	24	21	− 3
Univ. of Southern Mississippi	15	13	− 2
Delta State University	1	1	0
Mississippi University for Women	1	0	− 1
Average Number of Programs	12	11	− 8

UNITED STATES' EXHIBIT 694n

END: JUNE, 1955

		Traditionally White Inst.			Traditionally Black Inst.		
INCOME		Total FTE Number 8,812			Total FTE Number 1,935		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	State. local approp.	686	51.42	605	424	60.98	424
2	Tuition, fees	205	15.37	204	188	27.08	188
3	Gifts, grants, contracts	83	6.24	0	3	0.52	0
4	Other	360	26.97	354	79	11.42	79
5	Total E and G	1,335	100.00	1,164	696	100.00	693
EXPENDITURE		Total FTE Number 8,812			Total FTE Number 1,935		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	Instruction	365	27.50	349	305	44.27	305
2	Organized research	221	16.66	199	0	0.0	0
3	Ext. & public service	385	28.95	383	3	0.52	3
4	Student service	61	4.60	49	42	6.22	42
5	Operation & maintenance	83	6.28	83	129	18.80	129
6	Academic support	72	5.43	72	43	6.37	43
7	Inst. support	84	6.35	84	144	20.97	144
8	Scholarships	15	1.19	4	9	1.35	9
9	Staff benefits	18	1.42	18	10	1.50	10
10	All other	21	1.62	0	0	0.0	0
19	Total of 1,4,6,8,9	534	40.13	493	411	59.70	411
24	Total E & G	1,330	100.00	1,244	689	100.00	689

This is done with MSU2

END: JUNE, 1960	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 13,777			Total FTE Number 3,075		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	709	51.83	642	497	71.16	497
2 Tuition, fees	232	17.02	225	152	21.81	152
3 Gifts, grants, contracts	110	8.08	0	0	0.05	0
4 Other	315	23.06	306	48	6.98	44
5 Total E and G	1,368	100.00	1,174	699	100.00	694
EXPENDITURE	Total FTE Number 13,777			Total FTE Number 3,075		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	404	29.95	377	299	41.65	299
2 Organized research	254	18.82	190	0	0.0	0
3 Ext. & public service	317	23.48	256	2	0.32	2
4 Student service	63	4.68	46	65	9.14	59
5 Operation & maintenance	90	6.66	89	127	17.75	127
6 Academic support	75	5.60	75	72	10.14	72
7 Inst. support	96	7.16	96	112	15.71	112
8 Scholarships	15	1.13	6	14	1.99	14
9 Staff benefits	24	1.83	24	23	3.30	23
10 All other	9	0.69	0	0	0.0	0
19 Total of 1,4,6,8,9	583	43.18	531	475	66.23	469
24 Total E & G	1,351	100.00	1,163	718	100.00	711

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I ND: JUNE, 1962

		Traditionally White Inst.			Traditionally Black Inst.		
		Total FTE Number 16,478			Total FTE Number 3,571		
	INCOME	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	State, local approp.	696	49.12	645	542	72.23	542
2	Tuition, fees	272	19.20	256	159	21.17	159
3	Gifts, grants, contracts	160	11.31	0	0	0.04	0
4	Other	288	20.36	276	49	6.56	45
5	Total E and G	1,417	100.00	1,179	751	100.00	746
		Total FTE Number 16,478			Total FTE Number 3,571		
	EXPENDITURE	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	Instruction	472	34.27	399	324	40.85	324
2	Organized research	211	15.30	160	1	0.21	1
3	Ext. & public service	290	21.08	235	0	0.07	0
4	Student service	77	5.61	52	74	9.38	68
5	Operation & maintnce	86	6.30	86	137	17.27	137
6	Academic support	79	5.78	76	86	10.93	86
7	Inst. support	101	7.35	101	114	14.42	114
8	Scholarships	19	1.42	7	22	2.82	22
9	Staff benefits	28	2.04	28	32	4.05	32
10	All other	11	0.87	0	0	0.0	0
19	Total of 1,4,6,8,9	677	49.11	564	540	68.03	534
24	Total E & G	1,380	100.00	1,148	794	100.00	788

This is done with MSU2

END: JUNE, 1964	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 18,108			Total FTE Number 4,419		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	685	46.84	628	504	66.23	504
2 Tuition, fees	319	21.82	311	192	25.27	192
3 Gifts, grants, contracts	164	11.26	5	0	0.03	0
4 Other	293	20.08	265	64	8.46	59
5 Total E and G	1,463	100.00	1,210	761	100.00	756
EXPENDITURE	Total FTE Number 18,108			Total FTE Number 4,419		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	481	33.23	421	343	43.94	343
2 Organized research	254	17.54	170	0	0.0	0
3 Ext. & public service	281	19.44	227	0	0.09	0
4 Student service	69	4.82	53	67	8.65	67
5 Operation & maintenance	85	5.90	85	103	13.20	103
6 Academic support	93	6.44	83	87	11.14	87
7 Inst. support	98	6.79	97	116	14.85	115
8 Scholarships	32	2.25	15	24	3.10	24
9 Staff benefits	40	2.77	40	39	5.04	39
10 All other	11	0.81	0	0	0.0	0
19 Total of 1,4,6,8,9	717	49.51	614	561	71.87	561
24 Total E & G	1,448	100.0	1,196	781	100.00	781

This is done with MSU2

END: JUNE, 1966

		Traditionally White Inst.			Traditionally Black Inst.		
INCOME		Total FTE Number 22,614			Total FTE Number 5,982		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	State, local approp.	701	43.99	654	470	59.23	470
2	Tuition, fees	340	21.32	323	208	26.28	208
3	Gifts, grants, contracts	278	17.46	8	53	6.80	0
4	Other	274	17.22	250	61	7.70	61
5	Total E and G	1,595	100.00	1,237	794	100.00	740
EXPENDITURE		Total FTE Number 22,614			Total FTE Number 5,982		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	Instruction	519	33.02	443	324	40.97	324
2	Organized research	273	17.41	158	11	1.46	11
3	Ext. & public service	276	17.61	216	2	0 27	2
4	Student service	70	4.50	55	53	6.80	53
5	Operation & maintenance	81	5.20	81	78	9.90	78
6	Academic support	111	7.12	103	87	11.02	87
7	Inst. support	94	6.00	93	94	11.92	94
8	Scholarships	73	4.70	24	65	8.25	65
9	Staff benefits	41	2.66	41	44	5.59	44
10	All other	28	1.78	0	30	3.82	3
19	Total of 1,4,6,8,9	817	52.00	668	575	72.63	575
24	Total E & G	1,572	100.00	1,219	792	100.00	764

This is done with MSU2

END: JUNE, 1968

	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 27,183			Total FTE Number 7,531		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	820	44.89	776	580	56.55	593
2 Tuition, fees	391	21.42	380	208	20.29	208
3 Gifts, grants, contracts	369	20.21	13	176	17.21	0
4 Other	246	13.49	223	60	5.94	60
5 Total E and G	1,827	100.00	1,394	1,026	100.00	862
EXPENDITURE	Total FTE Number 27,183			Total FTE Number 7,531		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	631	34.42	503	357	34.80	357
2 Organized research	304	16.63	186	22	2.15	22
3 Ext. & public service	268	14.64	215	0	0.09	0
4 Student service	77	4.22	57	48	4.72	48
5 Operation & maintenance	90	4.94	90	91	8.87	91
6 Academic support	131	7.18	121	112	10.94	112
7 Inst. support	113	6.21	112	132	12.91	132
8 Scholarships	89	4.87	27	86	8.40	85
9 Staff benefits	57	3.12	56	55	5.39	55
10 All other	69	3.77	5	120	11.72	0
19 Total of 1,4,6,8,9	986	53.81	767	659	64.26	659
24 Total E & G	1,833	100.00	1,378	1,026	100.00	905

This is done with MSU 2

END: JUNE, 1970

INCOME	Traditionally White Inst.			Traditionally Black Inst.		
	Total FTE Number 26,866			Total FTE Number 9,102		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	984	41.68	947	666	54.45	666
2 Tuition, fees	558	23.66	535	302	24.74	302
3 Gifts, grants, contracts	500	21.17	16	171	14.03	34
4 Other	318	13.49	284	82	6.77	82
5 Total E and G	2,362	100.00	1,782	1,224	100.00	1,087

EXPENDITURE	Total FTE Number 26,866			Total FTE Number 9,102		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	798	33.89	671	459	36.78	459
2 Organized research	390	16.55	209	16	1.36	16
3 Ext. & public service	360	15.29	278	0	0.04	0
4 Student service	99	4.23	76	74	5.99	74
5 Operation & maintenance	131	5.59	131	114	9.20	114
6 Academic support	150	6.40	139	130	10.48	130
7 Inst. support	150	6.37	146	165	13.29	165
8 Scholarships	154	6.57	35	127	10.20	67
9 Staff benefits	96	4.10	96	82	6.61	82
10 All other	23	1.02	0	75	6.04	0
19 Total of 1,4,6,8,9	1,300	55.18	1,018	874	70.07	813
24 Total E & G	2,356	100.00	1,785	1,247	100.00	1,112

This is done with MSU2

END: JUNE, 1972

	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 30,247			Total FTE Number 9,736		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	1,411	50.32	1,377	986	54.63	977
2 Tuition, fees	587	20.94	560	369	20.44	369
3 Gifts, grants, contracts	471	16.83	9	392	21.71	64
4 Other	334	11.91	290	58	3.21	43
5 Total E and G	2,804	100.00	2,238	1,806	100.00	1,453
EXPENDITURE	Total FTE Number 30,247			Total FTE Number 9,736		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	902	33.29	796	709	41.04	591
2 Organized research	407	15.03	250	25	1.46	2
3 Ext. & public service	402	14.86	320	1	0.07	1
4 Student service	117	4.32	87	108	6.29	99
5 Operation & maintenance	163	6.03	163	113	6.54	112
6 Academic support	239	8.82	216	152	8.80	141
7 Inst. support	191	7.08	183	213	12.33	205
8 Scholarships	156	5.79	53	289	16.73	164
9 Staff benefits	123	4.57	123	108	6.25	108
10 All other	5	0.21	0	8	0.48	0
19 Total of 1,4,6,8,9	1,539	56.79	1,277	1,368	79.11	1,105
24 Total E & G	2,711	100.00	2,195	1,729	100.00	1,426

This is done with MSU2

END: JUNE, 1974

	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 31,339			Total FTE Number 9,346		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	1,745	54.17	1,711	1,318	48.39	1,304
2 Tuition, fees	579	17.98	549	423	15.53	423
3 Gifts, grants, contracts	492	15.29	23	918	33.70	14
4 Other	404	12.56	355	64	2.38	64
5 Total E and G	3,222	100.00	2,639	2,724	100.00	1,807
EXPENDITURE	Total FTE Number 31,339			Total FTE Number 9,346		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	963	30.15	917	946	35.88	758
2 Organized research	536	16.79	304	237	8.99	2
3 Ext. & public service	514	16.11	425	1	0.06	1
4 Student service	135	4.24	98	145	5.53	116
5 Operation & maintenance	205	6.42	204	161	6.13	158
6 Academic support	260	8.14	230	249	9.46	188
7 Inst. support	218	6.85	205	232	8.80	226
8 Scholarships	171	5.37	61	497	18.86	139
9 Staff benefits	175	5.50	175	164	6.23	164
10 All other	13	0.42	0	1	0.07	0
19 Total of 1,4,6,8,9	1,706	53.40	1,484	2,003	75.95	1,367
24 Total E & G	3,196	100.00	2,624	2,637	100.00	1,755

This is done with MSU2

END: JUNE, 1976

		Traditionally White Inst.			Traditionally Black Inst.		
INCOME		Total FTE Number 34,503			Total FTE Number 11,935		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	State, local approp.	2,033	55.12	2,000	1,252	50.56	1,252
2	Tuition, fees	660	17.90	624	467	18.88	467
3	Gifts, grants, contracts	570	15.47	12	687	27.74	11
4	Other	424	11.51	364	69	2.82	69
5	Total E and G	3,689	100.00	3,002	2,477	100.00	1,801
EXPENDITURE		Total FTE Number 34,503			Total FTE Number 11,935		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	Instruction	1,138	31.16	1,018	956	39.88	809
2	Organized research	584	15.98	319	60	2.54	1
3	Ext. & public service	563	15.43	475	22	0.92	0
4	Student service	161	4.42	114	174	7.26	132
5	Operation & maintenance	281	7.71	278	203	8.48	201
6	Academic support	234	6.42	208	218	9.13	157
7	Inst. support	289	7.93	268	243	10.15	216
8	Scholarships	194	5.33	75	383	15.98	141
9	Staff benefits	202	5.53	202	134	5.60	134
10	All other	2	0.08	0	1	0.05	1
19	Total of 1,4,6,8,9	1,932	52.87	1,619	1,866	77.86	1,375
24	Total E & G	3,654	100.00	2,961	2,397	100.00	1,795

This is done with MSU2

END: JUNE, 1978

	Traditionally White Inst.			Traditionally Black Inst.		
INCOME	Total FTE Number 34,894			Total FTE Number 12,223		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 State, local approp.	2,495	54.37	2,459	1,489	49.36	1,489
2 Tuition, fees	786	17.13	785	589	19.54	587
3 Gifts, grants, contracts	815	17.77	11	815	27.02	0
4 Other	491	10.72	440	123	4.08	123
5 Total E and G	4,588	100.00	3,696	3,017	100.00	2,199
EXPENDITURE	Total FTE Number 34,894			Total FTE Number 12,223		
	$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1 Instruction	1,556	35.51	1,414	1,304	43.31	1,019
2 Organized research	683	15.58	374	121	4.04	1
3 Ext. & public service	521	11.90	441	0	0.0	0
4 Student service	224	5.12	205	214	7.11	180
5 Operation & maintenance	348	7.94	344	305	10.14	297
6 Academic support	443	10.11	423	265	8.81	224
7 Inst. support	353	8.07	310	323	10.74	272
8 Scholarships	200	4.58	73	431	14.33	151
9 Staff benefits	35	0.82	35	1	0.06	1
10 All other	0	0.0	0	40	1.34	0
19 Total of 1,4,6,8,9	2,461	56.14	2,152	2,217	73.61	1,578
24 Total E & G	4,384	100.00	3,640	3,012	100.00	2,153

This is done with MSU2

END: JUNE, 1980

		Traditionally White Inst.			Traditionally Black Inst.		
INCOME		Total FTE Number 34,691			Total FTE Number 11,190		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	State, local approp.	3,096	55.83	3,096	2,162	49.66	2,162
2	Tuition, fees	957	17.27	954	744	17.11	744
3	Gifts, grants, contracts	899	16.21	37	1,325	30.45	34
4	Other	592	10.69	537	121	2.78	119
5	Total E and G	5,547	100.00	4,626	4,354	100.00	3,062
EXPENDITURE		Total FTE Number 34,691			Total FTE Number 11,190		
		$ per Student	% of Line 6	U.R. $ per Student	$ per Student	% of Line 6	U.R. $ per Student
1	Instruction	1,922	35.52	1,757	1,799	41.75	1,425
2	Organized research	873	16.15	480	269	6.26	0
3	Ext. & public service	642	11.86	589	43	1.00	0
4	Student service	267	4.95	254	260	6.05	220
5	Operation & maintenance	436	8.06	436	461	10.70	458
6	Academic support	522	9.66	488	350	8.12	275
7	Inst. support	464	8.59	389	391	9.08	366
8	Scholarships	253	4.68	87	672	15.60	179
9	Staff benefits	41	0.78	41	0	0.0	0
10	All other	0	0.0	0	52	1.21	0
19	Total of 1,4,6,8,9	3,008	55.58	2,629	3,083	71.52	2,101
24	Total E & G	5,412	100.00	4,512	4,310	100.00	2,938

This is done with MSU2

Cuba Report 4 (Year End 1982-1986) $ Per Student (-Pells) (By Institution)
(With MSU-COMB Data)

	Year End					
	1982		1984		1986	
	Traditional		Traditional		Traditional	
Income	Black	White	Black	White	Black	White
1. State, Local Approp. .	2726.70	3830.04	3150.73	4203.35	3355.18	5003.26
2. Tuition, Fees	947.53	1221.14	1001.92	1454.56	1337.18	1766.88
3. Gifts, Grants Contracts (-Pells) ...	960.74	1056.78	970.29	892.71	1258.01	1266.40
4. Other	254.51	656.45	250.38	713.18	220.91	897.23
5. Total E and G (-Pells) ..	4889.49	6764.29	5373.32	7263.80	6170.78	8933.72
1. Instruction	2561.95	2433.48	2557.71	2592.51	2828.53	3085.12
2. Student Services	370.98	260.85	329.84	278.49	584.34	336.76
3. Academic Support	346.70	646.62	399.67	678.01	429.18	804.94
4. Scholarship (-Pells) ...	444.09	295.32	369.18	313.33	249.35	373.98
5. All other	1506.60	2962.20	1608.41	3161.85	1946.19	3914.82
6. Total of 1,2,3,4 (-Pells) .	3723.72	3636.27	3656.41	3862.33	4091.41	4600.80
7. Total E & G (-Pells) ..	5230.33	6598.47	5264.81	7051.59	6087.60	8515.62

Cuba Report 4 (Year End 1982-1986) $ Per Student (By Institution)
(With MSU-COMB Data)

	Year End					
	1982		1984		1986	
	Traditional		Traditional		Traditional	
Income	Black	White	Black	White	Black	White
1. State, Local Approp.	2726.70	3830.4	3150.73	4203.35	3355.18	5003.26
2. Tuition, Fees	947.53	1221.14	1001.92	1454.56	1337.18	1766.83
3. Gifts, Grants Contracts	2152.00	1328.95	2290.21	1184.30	2789.83	1654.15
4. Other	254.51	656.45	250.38	713.18	220.91	897.28
5. Total E and G (-Pells)	6080.74	7036.46	6693.25	7555.38	7702.61	9321.47
1. Instruction	2561.95	2433.48	2557.71	2592.51	2828.53	3085.12
2. Student Services	370.98	260.85	329.84	278.49	584.34	336.76
3. Academic Support	346.70	646.62	399.67	678.01	429.18	804.94
4. Scholarship	1635.35	567.49	1689.11	604.92	1781.18	761.72
5. All other	1506.60	2962.20	1608.41	3161.85	1946.19	3914.82
6. Total of 1,2,3,4	4914.98	3908.45	4976.34	4153.92	5623.23	4988.56
7. Total E & G	6421.58	6870.64	6584.74	7343.18	7569.43	8903.38

UNITED STATES' EXHIBIT 694p

CUBA REPORT 1
$ PER STUDENT (000)

END: JUNE, 1955

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	577	INA	325	519	1,264	549	488	528	293
2 Tuition, Fees	162	INA	205	165	165	159	180	270	200
3 Gifts, Grants, Contracts	14	INA	0	79	115	25	0	126	29
4 Other	199	INA	26	118	1,096	43	63	27	32
5 Total E and G	952	INA	556	881	2,640	776	731	951	554

Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	405	INA	267	405	405	416	274	411	265
2 Organized Research	0	INA	0	62	708	0	0	11	0
3 Ext. & Public Service	0	INA	0	43	1,099	0	18	112	45
4 Student Service	75	INA	24	21	21	118	50	80	65
5 Operation & Maintnce	228	INA	74	109	109	43	149	89	66
6 Academic Support	44	INA	26	118	137	55	91	52	31
7 Inst. Support	230	INA	94	62	118	95	167	78	53
8 Scholarships	6	INA	0	11	11	25	39	32	2
9 Staff Benefits	21	INA	0	19	19	25	23	21	14
10 All Other	0	INA	0	1	1	0	0	66	6
19 Total of 1,4,6,8,9	552	INA	317	575	593	639	478	597	377
24 Total E & G	1,010	INA	485	852	2,629	777	812	953	547

FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	518	400	1,034	2,720	2,720	887	383	2,560	2,645

CUBA REPORT 1

END: JUNE, 1960

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	556	590	427	506	1,228	523	551	562	344
2 Tuition, Fees	138	218	162	187	187	208	151	317	215
3 Gifts, Grants, Contracts	1	0	0	144	186	7	0	142	54
4 Other	94	8	18	62	949	24	52	38	28
5 Total E and G	790	816	607	900	2,551	762	754	1,059	640
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	352	364	291	459	459	424	257	443	304
2 Organized Research	0	0	0	82	702	0	0	108	27
3 Ext. & Public Service	0	8	2	26	951	0	5	63	15
4 Student Service	82	82	51	43	43	97	72	81	53
5 Operation & Maintnce	167	99	72	80	80	44	176	109	97
6 Academic Support	45	69	57	102	117	56	127	75	35
7 Inst. Support	161	100	90	54	126	103	98	89	67
8 Scholarships	8	50	27	16	16	0	0	20	8
9 Staff Benefits	25	32	24	25	25	30	23	26	19
10 All Other	0	0	0	2	2	7	0	19	11
19 Total of 1,4,6,8,9	512	597	450	644	660	607	479	645	420
24 Total E & G	840	804	615	889	2,521	761	759	1,034	638
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	881	841	1,361	4,285	4,285	1,346	833	3,671	3,634

CUBA REPORT 1

$ PER STUDENT (000)

END: JUNE, 1962

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	468	478	532	542	1,256	481	658	531	402
2 Tuition, Fees	131	206	186	218	218	217	151	395	241
3 Gifts, Grants, Contracts	1	0	0	228	281	4	0	210	81
4 Other	117	8	10	62	946	21	26	46	6
5 Total E and G	717	692	729	1,049	2,701	723	834	1,182	729
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	323	335	328	515	515	415	321	625	325
2 Organized Research	0	0	4	109	695	0	0	21	23
3 Ext. & Public Service	0	4	0	49	963	0	2	44	8
4 Student Service	59	66	71	46	46	87	100	120	65
5 Operation & Maintnce	182	88	86	86	86	49	164	103	86
6 Academic Support	55	52	71	115	132	44	155	68	56
7 Inst. Support	121	126	97	63	140	90	135	86	73
8 Scholarships	13	6	43	27	27	3	0	30	10
9 Staff Benefits	29	28	35	32	32	32	31	26	25
10 All Other	0	0	0	0	0	2	0	19	25
19 Total of 1,4,6,8,9	479	487	548	734	751	582	608	870	481
24 Total E & G	782	704	735	1,041	2,636	722	909	1,143	696
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	1,177	1,186	1,497	4,728	4,728	1,703	897	4,586	4,275

CUBA REPORT 1

$ PER STUDENT (000)

END: JUNE, 1964

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	483	475	519	545	1,234	447	510	596	356
2 Tuition, Fees	156	233	214	318	318	296	206	381	302
3 Gifts, Grants, Contracts	1	0	0	232	305	13	0	267	42
4 Other	148	7	15	93	943	27	33	49	24
5 Total E and G	788	715	749	1,187	2,799	783	749	1,294	724

Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	356	388	355	528	528	450	313	623	353
2 Organized Research	0	0	0	130	759	0	0	136	11
3 Ext. & Public Service	0	4	0	57	901	0	2	54	31
4 Student Service	64	79	68	59	59	62	72	107	50
5 Operation & Maintnce	108	80	84	89	90	53	124	117	70
6 Academic Support	52	59	78	138	157	61	141	75	66
7 Inst. Support	139	80	106	74	131	84	102	108	67
8 Scholarships	13	11	26	28	28	37	35	44	32
9 Staff Benefits	33	30	44	38	58	36	41	37	29
10 All Other	0	5	0	35	35	0	0	6	0
19 Total of 1,4,6,8,9	518	567	571	791	830	646	602	886	531
24 Total E & G	765	736	761	1,175	2,746	783	831	1,306	710

FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	1,473	1,380	1,700	5,221	5,221	2,083	1,246	4,294	5,130

CUBA REPORT 1

END: JUNE, 1966

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	454	535	529	590	1,112	527	424	614	431
2 Tuition, Fees	158	268	246	318	318	303	216	422	327
3 Gifts, Grants, Contracts	1	0	78	336	532	10	76	388	77
4 Other	184	7	12	77	814	18	4	61	28
5 Total E and G	797	809	864	1,321	2,776	858	719	1,486	862
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	372	445	360	513	513	512	245	668	418
2 Organized Research	38	0	0	148	784	0	0	124	12
3 Ext. & Public Service	0	2	0	87	799	0	6	78	47
4 Student Service	52	80	66	58	58	72	43	103	53
5 Operation & Maintnce	81	64	69	79	80	63	86	112	69
6 Academic Support	91	75	65	152	171	70	107	109	74
7 Inst. Support	121	84	99	72	130	89	66	87	65
8 Scholarships	39	20	41	105	105	9	115	70	82
9 Staff Benefits	40	14	46	41	61	42	47	38	31
10 All Other	0	3	85	24	24	0	0	85	0
19 Total of 1,4,6,8,9	594	634	577	869	908	705	557	988	659
24 Total E & G	834	787	830	1,279	2,725	858	715	1,473	852
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1	1,809	1,663	2,141	6,941	6,941	2,414	2,032	5,440	6,156

CUBA REPORT 1

END: JUNE, 1968

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	639	597	544	764	1,314	669	569	753	483
2 Tuition, Fees	156	298	237	345	345	363	222	511	373
3 Gifts, Grants, Contracts	47	88	339	388	573	14	99	579	179
4 Other	176	6	13	75	756	17	11	52	32
5 Total E and G	1,017	989	1,134	1,572	2,988	1,064	901	1,896	1,067
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	369	428	329	625	625	596	380	848	523
2 Organized Research	73	0	0	181	840	0	1	202	30
3 Ext. & Public Service	0	4	0	115	791	0	3	81	55
4 Student Service	41	68	58	67	67	94	44	107	60
5 Operation & Maintnce	111	0	81	90	90	92	85	126	87
6 Academic Support	127	82	93	162	181	88	122	136	106
7 Inst. Support	159	99	134	79	151	115	105	117	77
8 Scholarships	98	120	38	89	89	18	135	111	85
9 Staff Benefits	50	43	59	54	82	60	56	50	40
10 All Other	0	70	310	119	119	0	0	117	0
19 Total of 1,4,6,8,9	685	741	577	997	1,044	856	737	1,252	815
24 Total E & G	1,028	913	1,102	1,581	3,035	1,063	931	1,894	1,064
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,256	2,229	2,920	8,002	8,002	2,540	2,355	6,625	7,787

CUBA REPORT 1

END: JUNE, 1968

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	639	597	544	764	1,314	669	569	753	483
2 Tuition, Fees	156	298	237	345	345	363	222	511	373
3 Gifts, Grants, Contracts	47	88	339	388	573	14	99	579	179
4 Other	176	6	13	75	756	17	11	52	32
5 Total E and G	1,017	989	1,134	1,572	2,988	1,064	901	1,896	1,067
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	369	428	329	625	625	596	380	848	523
2 Organized Research	73	0	0	181	840	0	1	202	30
3 Ext. & Public Service	0	4	0	115	791	0	3	81	55
4 Student Service	41	68	58	67	67	94	44	107	60
5 Operation & Maintnce	111	0	81	90	90	92	85	126	87
6 Academic Support	127	82	93	162	181	88	122	136	106
7 Inst. Support	159	99	134	79	151	115	105	117	77
8 Scholarships	98	120	38	89	89	18	135	111	85
9 Staff Benefits	50	43	59	54	82	60	56	50	40
10 All Other	0	70	310	119	119	0	0	117	0
19 Total of 1,4,6,8,9	685	741	577	997	1,044	856	737	1,252	815
24 Total E & G	1,028	913	1,102	1,581	3,035	1,063	931	1,894	1,064
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,256	2,229	2,920	8,002	8,002	2,540	2,355	6,625	7,787

CUBA REPORT 1

END: JUNE, 1970

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	684	767	550	827	1,476	812	871	885	670
2 Tuition, Fees	301	395	344	528	528	465	227	676	579
3 Gifts, Grants, Contracts	2	190	285	644	840	104	132	716	181
4 Other	175	12	71	83	938	55	10	102	28
5 Total E and G	1,163	1,363	1,249	2,083	3,782	1,437	1,241	2,380	1,458
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	481	640	405	791	791	745	540	935	761
2 Organized Research	65	6	0	286	1,010	23	0	311	39
3 Ext. & Public Service	0	12	0	216	1,040	0	2	99	88
4 Student Service	86	93	73	82	82	121	65	132	86
5 Operation & Maintnce	166	86	74	129	143	110	139	169	110
6 Academic Support	142	109	73	179	199	64	230	167	127
7 Inst. Support	190	99	135	95	178	170	200	158	124
8 Scholarships	31	209	193	214	214	110	101	126	112
9 Staff Benefits	84	74	67	80	122	94	110	98	76
10 All Other	0	5	156	0	0	23	0	89	0
19 Total of 1,4,6,8,9	825	1,126	811	1,346	1,408	1,134	1,046	1,458	1,161
24 Total E & G	1,246	1,334	1,176	2,073	3,780	1,460	1,387	2,284	1,521
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,385	2,564	4,407	8,038	8,038	2,426	2,310	6,432	7,406

CUBA REPORT 1

END: JUNE, 1972

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	990	1,141	1,006	1,183	2,036	1,241	944	1,241	1,055
2 Tuition, Fees	337	428	405	539	539	446	331	754	584
3 Gifts, Grants, Contracts	334	195	427	514	832	148	385	565	204
4 Other	121	28	41	61	990	36	26	114	34
5 Total E and G	1,782	1,793	1,879	2,297	4,397	1,871	1,686	2,674	1,877
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	576	871	805	897	897	936	662	978	845
2 Organized Research	88	10	5	163	1,104	13	0	247	72
3 Ext. & Public Service	0	14	0	167	1,129	0	5	126	134
4 Student Service	70	108	144	97	97	135	79	154	105
5 Operation & Maintnce	135	88	101	161	175	147	115	191	157
6 Academic Support	133	185	170	245	271	204	138	284	195
7 Inst. Support	228	146	178	126	242	213	267	197	146
8 Scholarships	374	204	225	185	185	73	329	197	103
9 Staff Benefits	96	94	104	116	160	127	129	121	99
10 All Other	32	14	0	0	0	55	0	0	0
19 Total of 1,4,6,8,9	1,249	1,462	1,448	1,541	1,610	1,475	1,337	1,734	1,346
24 Total E & G	1,732	1,734	1,732	2,158	4,261	1,901	1,724	2,494	1,855
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,544	2,774	4,796	8,886	8,886	2,375	2,396	7,422	8,790

CUBA REPORT 1

END: JUNE, 1974 **$ PER STUDENT (000)**

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	1,305	1,389	1,420	1,310	2,351	1,710	1,144	1,539	1,393
2 Tuition, Fees	319	404	473	531	531	498	436	727	581
3 Gifts, Grants, Contracts	514	226	892	469	811	73	1,375	540	305
4 Other	75	27	72	135	1,171	41	40	130	32
5 Total E and G	2,213	2,047	2,857	2,444	4,865	2,321	2,995	2,936	2,311
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	899	994	1,076	982	982	1,175	753	953	888
2 Organized Research	174	7	4	227	1,320	12	734	269	230
3 Ext. & Public Service	0	13	0	188	1,376	0	6	160	189
4 Student Service	65	132	206	119	119	164	115	156	129
5 Operation & Maintnce	171	128	158	224	243	151	158	223	188
6 Academic Support	218	218	296	212	212	215	195	378	235
7 Inst. Support	228	163	223	144	234	245	253	237	198
8 Scholarships	424	252	539	174	174	210	494	187	121
9 Staff Benefits	162	136	171	153	220	164	154	174	145
10 All Other	2	0	0	0	0	46	5	41	0
19 Total of 1,4,6,8,9	1,767	1,732	2,289	1,641	1,708	1,927	1,711	1,849	1,518
24 Total E & G	2,342	2,043	2,674	2,424	4,880	2,382	2,867	2,779	2,322
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,441	2,769	4,490	9,581	9,581	2,372	2,415	7,674	8,943

CUBA REPORT 1

END: JUNE, 1976

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	1,183	1,822	1,326	1,474	2,668	1,977	1,162	1,706	1,649
2 Tuition, Fees	402	476	518	596	596	560	424	837	659
3 Gifts, Grants, Contracts	772	310	676	570	945	164	625	491	381
4 Other	137	69	58	161	1,116	62	28	148	50
5 Total E and G	2,495	2,677	2,579	2,800	5,325	2,763	2,239	3,182	2,739
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	944	1,285	1,022	1,064	1,064	1,259	827	1,095	1,193
2 Organized Research	228	7	3	230	1,347	15	18	410	152
3 Ext. & Public Service	0	42	0	214	1,392	0	92	196	208
4 Student Service	103	152	216	133	133	215	154	189	160
5 Operation & Maintnce	267	205	182	304	325	312	185	261	262
6 Academic Support	126	198	230	204	204	215	289	332	202
7 Inst. Support	252	208	237	222	355	264	248	314	222
8 Scholarships	384	322	411	175	175	300	322	212	142
9 Staff Benefits	125	190	169	159	228	213	69	192	181
10 All Other	0	39	0	0	0	0	5	0	0
19 Total of 1,4,6,8,9	1,682	2,147	2,048	1,734	1,803	2,202	1,660	2,020	1,879
24 Total E & G	2,429	2,647	2,470	2,704	5,221	2,792	2,208	3,200	2,723
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,883	2,573	6,197	11,276	11,276	2,573	2,855	8,384	9,697

CUBA REPORT 1

END: JUNE, 1978

$ PER STUDENT (000)

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	1,747	2,319	1,394	1,857	3,598	2,619	1,487	1,778	1,964
2 Tuition, Fees	495	571	613	745	746	722	620	933	761
3 Gifts, Grants, Contracts	1,234	266	608	780	1,327	163	940	571	778
4 Other	366	95	55	199	1,258	138	66	237	68
5 Total E and G	3,842	3,251	2,670	3,581	6,929	3,642	3,113	3,518	3,571
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	1,127	1,668	1,388	1,460	1,513	1,543	1,262	1,422	1,710
2 Organized Research	565	6	3	354	1,778	6	3	285	180
3 Ext. & Public Service	0	0	0	137	1,642	0	0	20	11
4 Student Service	222	224	204	227	227	322	230	221	202
5 Operation & Maintnce	449	359	241	347	376	417	332	334	310
6 Academic Support	275	346	234	400	454	573	336	507	364
7 Inst. Support	302	315	311	338	443	437	374	303	291
8 Scholarships	562	294	330	194	194	319	563	173	183
9 Staff Benefits	0	0	3	0	112	13	0	0	0
10 All Other	191	0	0	0	0	0	0	0	0
19 Total of 1,4,6,8,9	2,186	2,532	2,159	2,281	2,499	2,770	2,391	2,323	2,459
24 Total E & G	3,694	3,212	2,721	3,510	6,793	3,630	3,100	3,265	3,251
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	2,578	2,494	6,876	10,883	10,907	2,387	2,769	9,351	9,755

CUBA REPORT 1

END: JUNE, 1980 **$ PER STUDENT (000)**

Income	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 State, Local Approp.	3,424	2,722	1,793	2,169	4,370	3,840	2,163	2,240	2,444
2 Tuition, Fees	702	697	821	948	953	775	584	1,097	937
3 Gifts, Grants, Contracts	2,250	367	1,126	895	1,676	479	1,145	544	597
4 Other	393	165	75	264	1,484	107	36	247	139
5 Total E and G	6,770	3,951	3,815	4,276	8,484	5,203	3,928	4,128	4,117
Expenditure	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
1 Instruction	2,123	1,858	1,812	1,764	1,859	2,191	1,527	1,699	2,168
2 Organized Research	1,510	5	13	488	2,241	7	0	336	266
3 Ext. & Public Service	0	0	0	206	2,001	0	185	27	12
4 Student Service	363	262	224	299	297	383	279	256	225
5 Operation & Maintnce	836	434	351	434	464	644	463	427	373
6 Academic Support	375	380	309	483	553	832	437	593	397
7 Inst. Support	478	495	339	351	583	641	461	384	367
8 Scholarships	1,042	311	583	249	247	442	626	234	225
9 Staff Benefits	0	0	0	0	133	0	0	0	0
10 All Other	301	0	0	0	0	0	0	0	0
19 Total of 1,4,6,8,9	3,903	2,810	2,927	2,796	3,090	3,848	2,869	2,782	3,016
24 Total E & G	7,027	3,745	3,647	4,234	8,338	5,140	3,978	3,956	4,033
FTE Number	*Alcorn*	*Delta*	*Jackson*	*MSU1*	*MSU2*	*MUW*	*MVSU*	*U of M*	*U of SM*
	1,942	2,580	6,639	10,859	10,946	1,973	2,609	9,351	9,841

CUBA REPORT 1 (YEAR END 1982) $ PER STUDENT – PELLS

Income

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3499.78	3430.49	2354.61	5453.75	3076.61	2963.88	2359.47	5436.08	2862.73	2828.84
2. Tuition, Fees	904.06	1008.83	1034.93	1068.75	1187.16	760.31	*	1187.16	1411.80	1166.98
3. Gifts, Grants, Contracts	2001.78	345.24	488.95	518.75	1203.55	1203.57	*	2167.90	674.97	474.37
4. Other	672.91	107.91	173.65	165.62	329.22	67.57	1264.94	1594.17	310.93	177.90
5. Total E and G	7078.54	4892.47	4052.14	7206.87	5796.54	4995.33	*	10384.95	5260.44	4648.09

Expenditures

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3334.67	2546.67	2560.75	3249.37	2354.79	1829.15	*	2354.79	2206.12	2562.08
2. Student Services	394.91	313.75	367.77	505.62	288.71	356.57	*	288.71	244.15	195.75
3. Academic Support	361.00	567.20	269.98	1065.00	671.86	533.79	*	671.86	791.15	450.54
4. Scholarships	1015.17	334.87	80.90	503.12	321.75	850.40	*	321.75	335.96	190.81
5. All Other	1883.53	930.49	1276.97	1838.75	1929.96	1748.41	4581.11	6511.07	1505.36	1147.71
6. Total of 1,2,3,4	5105.76	3762.29	3279.40	5323.12	3637.11	3569.91	*	3637.11	3577.38	3399.18
7. Total E & G	6989.29	4692.78	4556.37	7161.87	5567.07	5318.32	*	10148.18	5082.73	4546.90

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2241.00	2604.00	6156.00	1600.00	11108.00	2353.00	11108.00	11108.00	9150.00	10534.00

CUBA REPORT 1 (YEAR END 1984) $ PER STUDENT – PELLS

Income

Institution

	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3627.37	3595.56	3015.24	4581.20	3459.34	2996.73	2561.71	6021.05	3428.65	3014.71
2. Tuition, Fees	925.89	1068.29	1104.91	1071.75	1391.83	840.90	•	1391.83	1709.47	1480.14
3. Gifts, Grants, Contracts	2302.74	245.69	617.83	511.68	1177.89	479.75	•	1673.20	823.95	361.51
4. Other	475.37	39.07	33.36	179.64	411.78	526.79	1452.27	1864.05	308.47	89.21
5. Total E and G	7331.37	4948.61	4771.34	6344.27	6440.85	4844.17	•	10950.14	6270.54	4945.57

Expenditures

Institution

	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3514.53	2581.49	2597.92	2698.00	2489.09	1536.61	•	2489.09	2648.92	2641.92
2. Student Services	464.84	355.16	284.61	403.78	278.98	301.84	•	278.98	326.29	202.11
3. Academic Support	450.11	526.58	379.30	736.93	731.67	397.14	•	731.67	919.91	464.64
4. Scholarships	772.21	374.16	19.37	506.67	317.85	775.46	•	317.85	383.30	208.89
5. All Other	2086.32	685.67	1409.43	1962.18	2277.36	1597.96	4430.28	6707.64	1927.80	1259.09
6. Total of 1,2,3,4	5201.68	3837.38	3281.21	4345.38	3817.59	3011.04	•	3817.59	4278.42	3517.57
7. Total E & G	7288.00	4875.04	4690.64	6307.56	6094.95	4609.00	•	10525.23	6206.22	4776.66

Institution

	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2375.00	2841.00	5576.00	1798.00	11732.00	2445.00	11732.00	11732.00	8753.00	11355.00

CUBA REPORT 1 (YEAR END 1986) $ PER STUDENT – PELLS

Income

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3898.03	4308.72	3052.38	5038.34	4233.48	3587.02	3013.85	7247.33	4000.23	3630.97
2. Tuition, Fees	1185.12	1381.04	1500.26	1432.43	1659.37	1058.17	*	1659.37	2032.31	1811.65
3. Gifts, Grants, Contracts	2396.06	220.78	870.10	717.79	1402.53	1068.75	*	2378.28	1060.04	612.03
4. Other	501.53	– 31.98	125.33	269.01	488.42	174.04	1836.29	2324.71	422.98	111.55
5. Total E and G	7980.74	5878.57	5548.08	7457.57	7783.80	5885.58	*	13609.68	7515.57	6166.19

Expenditures

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3964.11	3258.47	2645.28	2991.20	2945.34	2082.21	*	2945.34	3049.82	3230.87
2. Student Services	421.44	446.14	703.99	489.00	356.29	436.06	*	356.29	343.67	260.61
3. Academic Support	478.77	659.31	417.30	855.44	760.90	407.21	*	760.90	1109.15	634.47
4. Scholarships	716.85	297.30	– 123.57	592.08	440.54	755.77	*	440.54	434.38	241.86
5. All Other	2299.34	1236.77	1791.53	2191.07	2754.75	1981.25	5457.65	8212.40	2248.27	1686.93
6. Total of 1,2,3,4	5581.18	4661.21	3643.00	4927.72	4503.08	3681.25	*	4503.08	4937.02	4367.80
7. Total E & G	7880.53	5897.98	5434.52	7118.79	7257.83	5662.50	*	12715.48	7185.29	6054.73

	Institution									
	Alcorn	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2285.00	2627.00	5689.00	1591.00	11050.00	2080.00	11050.00	11050.00	8511.00	10560.00

CUBA REPORT 1 (YEAR END 1982)
$ PER STUDENT – PELLS

Income	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3499.78	3430.49	2354.61	5453.75	3076.61	2963.88	2359.47	5436.08	2862.73	2828.84
2. Tuition, Fees	904.06	1008.83	1034.93	1068.75	1187.16	760.31	N/A	1187.16	1411.80	1166.98
3. Gifts, Grants, Contracts	2909.42	700.08	1842.43	850.62	1474.07	2240.54	964.35	2438.42	881.53	775.77
4. Other	672.91	107.91	173.65	165.62	329.22	67.57	1264.94	1594.17	310.93	177.90
5. Total E and G	7986.17	5247.31	5405.62	7538.75	6067.07	6032.30	4588.40	10655.47	5466.99	4949.50

Expenditure	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3334.67	2546.67	2560.75	3249.37	2354.79	1829.15	N/A	2354.79	2206.12	2562.08
2. Student Services	394.91	313.75	367.77	505.62	288.71	356.57	N/A	288.71	244.15	195.75
3. Academic Support	361.00	567.20	269.98	1065.00	671.86	533.79	N/A	671.86	791.15	450.54
4. Scholarships	1922.80	689.71	1434.37	835.00	592.28	1887.38	N/A	592.28	542.51	492.22
5. All Other	1883.53	930.49	1276.97	1838.75	1929.96	1748.41	4581.11	6511.07	1505.36	1147.71
6. Total of 1,2,3,4	6013.39	4117.13	4632.88	5655.00	3907.63	4606.88	N/A	3907.63	3783.93	3700.59
7. Total E & G	7896.92	5047.62	5909.84	7493.75	5837.59	6355.29	4581.11	10418.71	5289.29	4848.30

Enrollment	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2241.00	2604.00	6156.00	1600.00	11108.00	2353.00	11108.00	11108.00	9150.00	10534.00

CUBA REPORT 1 (YEAR END 1984)
$ PER STUDENT

Income	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3627.37	3595.56	3015.24	4581.20	3459.34	2996.73	2561.71	6021.05	3428.65	3014.71
2. Tuition, Fees	925.89	1068.29	1104.91	1071.75	1391.83	840.90	N/A	1391.83	1709.47	1480.14
3. Gifts, Grants, Contracts	3256.00	617.04	2175.57	824.81	1470.68	1613.50	495.31	1965.99	1048.44	680.23
4. Other	475.37	39.07	33.36	179.64	411.78	526.79	1452.27	1864.05	308.47	89.21
5. Total E and G	8284.63	5319.96	6329.09	6657.40	6733.63	5977.91	4509.29	11242.93	6495.03	5264.29

Expenditure	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3514.53	2581.49	2597.92	2698.00	2489.09	1536.61	N/A	2489.09	2648.92	2641.92
2. Student Services	464.84	355.16	284.61	403.78	278.98	301.84	N/A	278.98	326.29	202.11
3. Academic Support	450.11	526.58	379.30	736.93	731.67	397.14	N/A	731.67	919.91	464.64
4. Scholarships	1725.47	745.51	1577.12	819.80	610.64	1909.20	N/A	610.64	607.79	527.61
5. All Other	2086.32	685.67	1409.43	1962.18	2277.36	1597.96	4430.28	6707.64	1927.80	1259.09
6. Total of 1,2,3,4	6154.95	4208.73	4838.95	4658.51	4110.38	4144.79	N/A	4110.38	4502.91	3836.28
7. Total E & G	8241.26	5246.39	6248.39	6620.69	6387.74	5742.74	4430.28	10818.02	6430.71	5095.38

Enrollment	*Alcorn*	*Delta State*	*Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2375.00	2841.00	5576.00	1798.00	11732.00	2445.00	11732.00	11732.00	8753.00	11355.00

CUBA REPORT 1 (YEAR END 1986)
$ PER STUDENT

Income	*Alcorn*	*Delta State*	*Miss U for Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. State, Local Approp.	3898.03	4308.72	3052.38	5038.34	4233.48	3587.02	3013.85	7247.33	4000.23	3630.97
2. Tuition, Fees	1185.12	1381.04	1500.26	1432.43	1659.37	1058.17	N/A	1659.37	2032.31	1811.65
3. Gifts, Grants, Contracts	3512.47	747.24	2583.23	1092.39	1759.10	2561.06	975.75	2734.84	1339.09	1087.50
4. Other	501.53	−31.98	125.33	269.01	488.42	174.04	1836.29	2324.71	422.98	111.55
5. Total E and G	9097.16	6405.02	7261.21	7832.18	8140.36	7377.88	5825.88	13966.24	7794.62	6641.67

Expenditure	*Alcorn*	*Delta State*	*Miss U for Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
1. Instruction	3964.11	3258.47	2645.28	2991.34	2945.34	2082.21	N/A	2945.34	3049.82	3230.87
2. Student Services	421.44	446.14	703.99	489.00	356.29	436.06	N/A	356.29	343.67	260.61
3. Academic Support	478.77	659.31	417.30	855.44	760.90	407.21	N/A	760.90	1109.15	634.47
4. Scholarships	1833.26	823.75	1589.56	966.69	797.10	2248.08	N/A	797.10	713.43	717.33
5. All Other	2299.34	1236.77	1791.53	2191.07	2754.75	1981.25	5457.65	8212.40	2248.27	1686.93
6. Total of 1,2,3,4	6697.59	5187.67	5356.13	5302.33	4859.64	5173.56	N/A	4859.64	5216.07	4843.28
7. Total E & G	8996.94	6424.44	7147.65	7493.40	7614.39	7154.81	5457.65	13072.04	7464.34	6530.21

Enrollment	*Alcorn*	*Delta State*	*Miss U for Jackson*	*Miss U for Women*	*Miss State*	*Miss Valley*	*MSU Ag Center & Coop*	*MSU-Comb*	*Univ of Miss*	*Univ So Miss*
FTE Number	2285.00	2627.00	5689.00	1591.00	11050.00	2080.00	11050.00	11050.00	8511.00	10560.00

UNITED STATES' EXHIBIT 694q

TABLE 5-1

FACULTY SALARIES

NUMBER OF FTE TEACHING POSITIONS*

	UM	MSU	USM	JSU
Professor	129.36	191.84	127.67	49.00
Associate Professor	105.38	140.82	173.35	94.75
Assistant Professor	137.50	131.04	181.78	137.25
Instructor	40.73	37.60	47.89	69.00
Total	412.97	501.30	530.69	335.00

	MUW	DSU	ASU	MVSU
Professor	42.89	38.6	14.5	17.5
Associate Professor	25.18	32.0	23.6	34.68
Assistant Professor	61.92	59.0	54.8	59.75
Instructor	24.12	44.5	48.25	42.00
Total	154.11	174.1	141.15	153.93

* Updated September 1979

Source: Financial Need Analyses, Fiscal Year 1980-81

TABLE 5-1 – Continued

FACULTY SALARIES

AVERAGE 9-MONTH SALARY BY RANKS 1979-80*

	UM	MSU	USM	JSU
Professor	$27,313	$26,802	$25,329	$21,903
Associate Professor	21,322	19,968	20,460	20,446
Assistant Professor	16,882	16,628	16,929	17,236
Instructor	11,928	12,536	13,757	14,060
Total	$20,794	$21,153	$19,817	$18,047

	MUW	DSU	ASU	MVSU
Professor	$22,183	$21,148	$22,009	$20,789
Associate Professor	17,945	18,641	18,879	18,327
Assistant Professor	16,313	16,551	15,948	14,543
Instructor	13,901	13,855	12,901	12,488
Total	$17,836	$17,265	$16,019	$15,546

* Updated September 1979

Source: Financial Need Analyses, Fiscal Year 1980-81

TABLE 5-1A

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

Average 9-Month Salary by Rank
Filled & Unfilled Positions Budgeted for 1986-87

Filled Positions

	ASU	DSU	JSU	MSU	MUW
Professor	$29,506	$32,493	$30,630	$38,258	$31,667
Associate Professor	24,022	28,306	28,561	29,644	25,570
Assistant Professor	20,866	23,313	24,391	25,717	22,941
Instructor	16,417	20,113	20,517	19,156	19,621
Total	$21,291	$26,213	$26,669	$31,957	$26,507

	MVSU	UM	USM	TOTAL
Professor	$28,344	$38,419	$40,674	$36,723
Associate Professor	24,864	31,066	31,790	29,767
Assistant Professor	21,101	24,749	26,920	24,315
Instructor	18,325	18,181	20,693	19,134
Total	$22,746	$30,757	$31,964	$29,306

TABLE 5-1A – Continued

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

Average 9-Month Salary by Rank
Filled & Unfilled Positions Budgeted for 1986-87

Unfilled Positions

	ASU	DSU	JSU	MSU	MUW
Professor	$ 0	$ 0	$34,632	$36,669	$ 0
Associate Professor	30,797	29,299	19,995	30,648	24,706
Assistant Professor	23,537	22,000	29,228	28,202	21,265
Instructor	16,824	15,327	29,890	18,773	19,827
Total	$22,097	$21,387	$26,669	$29,156	$21,225

	MVSU	UM	USM	TOTAL
Professor	$ 0	$42,148	$40,462	$39,263
Associate Professor	0	32,895	32,430	31,090
Assistant Professor	19,924	23,630	25,230	24,245
Instructor	18,376	18,254	20,176	18,654
Total	$19,783	$27,834	$27,511	$26,251

TABLE 5-2

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL WITH FACULTY RANK*

FIRST REGULAR SESSION: 1980-81

	ASU		DSU	
	N	%	N	%
Tenure Status				
Tenure	31	20.3%	58	30.7%
Non-Tenure	122		131	
Rank				
Professor	15	9.8	52	27.5
Associate Prof.	25	16.3	32	16.9
Assistant Prof.	62	40.5	62	32.8
Instructor	51	33.3	43	22.8
Highest Degree Held				
Doctor	71	46.4	95	50.3
Specialist	5		3	
Master	77		88	
First Professional	–		–	
Bachelor	–		3	
Less than Bachelor	–		–	
TOTAL FACULTY	153		189	

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this table should not be compared with data from the Faculty Characteristics page of previous statistical reports published by this office. These figures should not be used for computing faculty/student ratios.

Source: Board of Trustee Statistical Report, 1980-81.

TABLE 5-2—Continued

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL WITH FACULTY RANK*

FIRST REGULAR SESSION: 1980-81

	JSU		MSU	
	N	%	N	%
Tenure Status				
Tenure	157	44.2%	499	60.8%
Non-Tenure	198		322	
Rank				
Professor	60	16.9	346	42.1
Associate Prof.	85	23.9	217	26.4
Assistant Prof.	147	41.4	183	22.3
Instructor	62	17.5	74	9.0
Highest Degree Held				
Doctor	205	57.7	587	71.5
Specialist	3		7	
Master	138		203	
First Professional	5		—	
Bachelor	3		24	
Less than Bachelor	1		—	
TOTAL FACULTY	355		821	

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this table should not be compared with data from the Faculty Characteristics page of previous statistical reports published by this office. These figures should not be used for computing faculty/student ratios.

Source: Board of Trustee Statistical Report, 1980-81.

TABLE 5-2—Continued

BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL WITH FACULTY RANK*

FIRST REGULAR SESSION: 1980-81

	MUW		MVSU	
	N	%	N	%
Tenure Status				
Tenure	82	47.1%	38	24.1%
Non-Tenure	92		120	
Rank				
Professor	48	27.6	20	12.7
Associate Prof.	28	16.1	30	19.0
Assistant Prof.	65	37.4	71	44.9
Instructor	33	19.0	37	23.4
Highest Degree Held				
Doctor	77	44.3	60	38.0
Specialist	2		5	
Master	91		81	
First Professional	—		3	
Bachelor	3		9	
Less than Bachelor	1		—	
TOTAL FACULTY	174		158	

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this table should not be compared with data from the Faculty Characteristics page of previous statistical reports published by this office. These figures should not be used for computing faculty/student ratios.

Source: Board of Trustee Statistical Report, 1980-81.

TABLE 5-2—Continued

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL
WITH FACULTY RANK*

FIRST REGULAR SESSION: 1980-81

	UM		USM	
	N	%	N	%
Tenure Status				
Tenure	253	44.8%	263	42.4%
Non-Tenure	312		358	
Rank				
Professor	151	26.7	139	22.4
Associate Prof.	129	22.8	203	32.7
Assistant Prof.	176	31.2	217	34.9
Instructor	109	19.3	62	10.0
Highest Degree Held				
Doctor	377	66.7	404	65.1
Specialist	1		2	
Master	131		205	
First Professional	26		3	
Bachelor	30		7	
Less than Bachelor	—		—	
TOTAL FACULTY	565		621	

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this table should not be compared with data from the Faculty Characteristics page of previous statistical reports published by this office. These figures should not be used for computing faculty/student ratios.

Source: Board of Trustee Statistical Report, 1980-81.

TABLE 5-2 – Continued

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL
WITH FACULTY RANK*

FIRST REGULAR SESSION: 1980-81

	UMMC	Total	Percent
Tenure Status			
Tenure	92	1,473	41.57
Non-Tenure	415	2,070	58.43
Rank			
Professor	95	926	26.14
Associate Prof.	88	837	23.62
Assistant Prof.	222	1,205	34.01
Instructor	102	573	16.17
Highest Degree Held			
Doctor	125	2,001	56.48
Specialist	–	28	0.79
Master	70	1,084	30.60
First Professional	279	316	8.92
Bachelor	29	108	3.05
Less than Bachelor	4	6	0.17
TOTAL FACULTY	507	3,543	100.00

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this table should not be compared with data from the Faculty Characteristics page of previous statistical reports published by this office. These figures should not be used for computing faculty/student ratios.

Source: Board of Trustee Statistical Report, 1980-81.

TABLE 5-2A

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL
WITH FACULTY RANK*

FIRST REGULAR SESSION: 1985-86

Profile	ASU	DSU	JSU	MSU	MUW	MVSU
Tenure	31	68	194	547	74	52
Non-Tenure	143	135	165	348	55	86
Male	101	133	214	723	45	94
Female	73	70	145	172	84	44
Professor	19	65	81	383	46	26
Associate Prof.	30	36	90	234	22	29
Assistant Prof.	50	58	128	185	43	53
Instructor	75	42	60	58	18	30
Other	0	2	0	35	0	0
Age of Faculty						
Over 65	1	1	3	6	0	2
61-65	7	9	13	67	11	9
51-60	36	33	93	207	26	33
41-50	54	71	144	320	49	52
31-40	55	70	90	241	37	33
21-30	21	19	16	54	6	9
Highest Degree Held						
Doctoral	81	107	233	628	68	58
Specialist	3	1	4	49	2	3
Master's	88	90	120	7	55	73
First Professional	1	2	1	195	0	1
Bachelor's	1	3	1	16	3	3
Less than Bachelor's	0	0	0	0	1	0
Total Faculty	174	203	359	895	129	138

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this page should not be compared with data from the Faculty Characteristics page of statistical reports published before February 1982 by this office. These figures should not be used for computing faculty/student ratios.

TABLE 5-2A – Continued

BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

PROFILE OF UNIVERSITY PERSONNEL
WITH FACULTY RANK*

FIRST REGULAR SESSION: 1985-86

Profile	UM	USM	UMMC	Total	Percent
Tenure	277	322	148	1,713	45.5
Non-Tenure	396	353	373	2,054	54.5
Male	496	476	388	2,670	70.9
Female	177	199	133	1,097	29.1
Professor	174	178	99	1,017	28.4
Associate Prof.	152	194	128	915	24.3
Assistant Prof.	160	208	218	1,103	29.3
Instructor	164	87	76	610	16.2
Other	23	8	0	68	1.8
Age of Faculty					
Over 65	5	3	11	32	0.9
61-65	24	28	22	190	5.0
51-60	132	137	111	808	21.5
41-50	197	259	138	1,284	34.1
31-40	231	216	216	1,189	21.6
21-30	84	32	23	264	7.0
Highest Degree Held					
Doctoral	397	435	129	2,136	56.7
Specialist	39	3	0	104	2.8
Master's	0	218	61	712	18.9
First Professional	151	0	304	655	17.4
Bachelor's	75	19	21	142	3.8
Less than Bachelor's	11	0	6	18	.5
Total Faculty	673	675	521	3,767	100.0

* These figures include all university personnel who hold professional or instructor rank and those who teach in some capacity without rank. They include part-time faculty, research faculty, and teaching administrators in addition to full-time teaching faculty. Military personnel and librarians without rank are excluded (tenured librarians are not included in tenure figures). Data from this page should not be compared with data from the Faculty Characteristics page of statistical reports published before February 1982 by this office. These figures should not be used for computing faculty/student ratios.

UNITED STATES' EXHIBIT 695a

EXCERPTS OF THE MISSISSIPPI LEGISLATIVE HISTORY RELATIVE TO THE STATE'S DISPOSITION OF MAJOR LAND GRANT ACTS AND SOME APPROPRIATIONS TO ITS LAND GRANT COLLEGES

(References for this Table in Parenthesis)

1868	Legislature accepts 1862 Morrill Act and expresses its intent to appropriate 210,000 acres of land to help raise land scrip. May 15, 1868.
1871 (1)	Univ. MS – MS Legislature gives 2/5 of land scrip to Univ. of MS at Oxford (May 13, 1871) Appropriations – 50,000 UM
1871 (1)	ASU – Establishes Alcorn University May 13, 1871. MS Legislature gives 3/5 of land scrip to univ. for people of color. (May 13, 1871) Appropriations – 50,000 ASU
1878 (2)	MSU – Establishes Agricultural and Mechanical Colleges. One is to be for colored youth of state. Other for white youth is still to be located. Gives new college 160 acres for experimental farm. Land scrip to this college is 1/2. Feb. 28, 1878.
1878 (2)	ASU – Reorganizes Alcorn Univ. to Alcorn A & M College and was again declared to be an agri. college for colored youth. Land scrip interest to Alcorn now becomes 1/2. Feb. 28, 1878. Appropriations – In 1874, Alcorn's appropriation reduced. In 1878, equal sums of land scrip fund were appropriated to MS A&M and Alcorn A & M
1880 (3, 4)	MSU – Changed make up of Board of Trustees of MS A & M Univ. Reaffirmed equal division of land scrip between MS A&M and Alcorn A & M.

EXCERPTS OF THE MISSISSIPPI LEGISLATIVE HISTORY RELATIVE TO THE STATE'S DISPOSITION OF MAJOR LAND GRANT ACTS AND SOME APPROPRIATIONS TO ITS LAND GRANT COLLEGES – Continued

(References for this Table in Parenthesis)

1880 (3, 4)	ASU – Provides for continuance of Alcorn A & M for colored youth and all provisions of this code (pertaining to MS A & M shall be applicable, the necessary "changes" being made.
1886 (5)	Appropriations – MSU – $25,000 for 1886 Appropriations – MSU – $25,000 for 1887 Appropriations – ASU – $11,000 for 1886 Appropriations – ASU – $11,000 for 1887
1888 (6, 7)	MSU – Accepted provisions of 1887 Hatch Exp. Station Act and gave MS A & M College near Starkville the power to expend such funds. July 31. Appropriations – MSU – 17,660 for 1888 Appropriations – MSU – 17,660 for 1889 ASU – Given no powers relative to Hatch Act. Appropriations – ASU – 9,500 for 1888 Appropriations – ASU – 9,500 for 1889
1892 (8, 9)	MSU – Gave MS A & M right to: 1 – Have free tuition students (white males) 2 – The privilege of the dormitories shall belong to the free tuition students. 3 – Each county has a right to have a number of students admitted proportionate to its number of white educable males compared with number in whole state. Reaffirms Hatch Act exp. sta. funds go to MS A & M

EXCERPTS OF THE MISSISSIPPI LEGISLATIVE HISTORY RELATIVE TO THE STATE'S DISPOSITION OF MAJOR LAND GRANT ACTS AND SOME APPROPRIATIONS TO ITS LAND GRANT COLLEGES – Continued

(References for this Table in Parenthesis)

1892 (8, 9)	ASU – *Specifically* denies *3* rights given to MS A & M on free student tuition, dorms, and numbers in each county – and experiment station to Alcorn A & M
1906 (10, 11)	MSU and ASU – The same privileges on free students, etc. were given to MS A & M and denied to AL A & M.
1916 (12, 13, 14, 15, 16, 17, 18, 19)	MSU – Appropriations for 1916 – $194,016.00 (includes exp. sta. sales) ASU – Appropriations for 1916 – $22,202.27 Branch Exp. Sta. – $29,250.00 Stoneville – $12,000.00 McNeil – $8,250.00 Holly Springs – $9,000.00
1917 (20, 21)	MSU – Reorg. of MS A & M College which among other things incorporated Exp. Sta. and Ext. ASU – Continued Alcorn A & M; Gave 1/2 of land scrip fund; *denied* free students etc. as in 1906 and 1892 above.
1927 (22)	MSU – *MS Revised Const.* Repledged duty of state to carry out provisions of July 2, 1862 Act.
1942 (23, 24)	MSU – Name of MS A & M change to MS College and authorized it to acquire land by purchase or gift thru MAES (MAFES). Reaffirmed free tuition, etc. *New Exp. Stations* – Brown Loan; Black Belt; Coastal Plain; Lee County and South Miss.

EXCERPTS OF THE MISSISSIPPI LEGISLATIVE HISTORY RELATIVE TO THE STATE'S DISPOSITION OF MAJOR LAND GRANT ACTS AND SOME APPROPRIATIONS TO ITS LAND GRANT COLLEGES – Continued

(References for this Table in Parenthesis)

1942 (23, 24)	ASU – Alcorn A & M recognized and continued was again denied free tuition, etc. as well as exp. sta.
1942 (23)	MSU – *Expanded Exp. Sta.* – Holly Springs; Delta; Truck Crops; Created 4-H Club Camp at Lake Sardis in Panola County; Created Negro 4-H Club Camp in Madison County. Provided for foundation Herds in beef cattle, sheep, and hogs.
1974 (24)	MSU – Established College of Veterinary Medicine at MSU. ASU – Alcorn A & M's name changed to Alcorn State University.
1972 (5, 26, 27)	MSU – MS College gets name changed to MSU of Agriculture and Applied Science. – Land Scrip fund restated as MSU getting 1/2 of interest. – Repledges acceptance of provisions of First Morrill Act and by convoluted wording. – Authorizes Special retirement system for employees in MAFES & MCES. – Authorizes tax collector of each county to collect funds specifically for Delta Branch Exp. Sta. ASU – Alcorn is continued and again is excepted from free students, apportionment of free student by county and dormitory privileges. Authorizes Branch Exp. Sta. at Alcorn.

NOTE: References for this table are given just before the Appendix.

UNITED STATES' EXHIBIT 695e

TABLE 7 (III)

FUNDING SOURCES FOR RESEARCH IN AGRICULTURE AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, FISCAL YEARS 1955 AND 1960-1981

Mississippi Agriculture and Forestry Experiment Station

Year	Federal[a]	State	Other[b]	Total[c]
1955	528,396	611,767	620,741	1,760,904
1960	839,570	—	—	—
1961	868,034	1,069,026	729,852	2,666,912
1962	945,013	1,155,536	747,157	2,845,706
1963	996,398	1,121,446	769,183	2,887,027
1964	1,065,522	1,347,367	809,109	3,221,998
1965	1,300,288	1,324,271	930,014	3,554,573
1966	1,391,818	1,200,000	1,045,322	3,637,140
1967	1,615,198	1,450,000	1,190,358	4,255,556
1968	1,532,743	1,450,000	1,354,919	4,337,662
1969	1,592,456	1,807,730	1,471,452	4,871,638
1970	1,717,837	1,807,730	1,525,439	5,051,006
1971	2,054,123	2,800,000	1,757,446	6,611,569
1972	2,112,876	3,071,000	1,543,308	6,727,184
1973	2,282,795	4,145,840	1,519,481	7,948,116
1974	2,133,845	4,657,856	1,858,628	8,650,329
1975	2,307,482	6,069,672	1,653,961	10,031,115
1976	2,536,885	6,346,252	1,791,000	10,674,137
1976 TQ	636,350	—	—	636,350
1977	2,937,599	6,493,593	1,781,356	11,212,548
1978	3,060,555	7,840,397	1,512,721	12,413,673
1979	3,206,424	9,584,881	1,145,738	13,937,043
1980	3,701,889	10,073,455	2,158,264	15,933,608
1981	—	11,456,594	2,666,718	

Footnotes at end of table.

TABLE 7 (III) – Continued

FUNDING SOURCES FOR RESEARCH IN AGRICULTURE AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, FISCAL YEARS 1955 AND 1960-1981

Alcorn State University

Year	Federal[d]	State[e]	Total
1955	0	0	0
1960	0	0	0
1961	0	0	0
1962	0	0	0
1963	0	0	0
1964	0	0	0
1965	0	0	0
1966	0	0	0
1967	18,751	0	18,751
1968	18,751	0	18,751
1969	18,751	0	18,751
1970	18,751	0	18,751
1971	18,751	0	18,751
1972	579,050	105,000	684,050
1973	712,598	106,093	818,691
1974	712,598	118,138	830,736
1975	775,372	121,168	896,540
1976	834,210	126,425	960,635
1976 TQ	208,519	–	208,519
1977	877,305	127,689	1,004,994
1978	930,740	136,454	1,067,194
1979	1,028,148	155,821	1,183,969
1980	1,104,983	162,811	1,267,794
1981	1,108,451	178,257	1,286,708

Footnotes at end of table.

TABLE 7 (III) – Continued

FOOTNOTES

[a] Includes Hatch, McIntyre-Stennis, PL 89-106, Title V – Rural Devel. Act, Title 1 – Bankhead-Jones Act, PL 88-74 Research Facilities and PL 95-113 – Animal Health and Disease where applicable. From information provided by USDA/SEA.

[b] Other includes gifts and grants and self-generated income. Information provided by 1981 Deposition of Rodney Foil, Exhibit 2 except for 1960.

[c] Does not include state and other non-Federal appropriations for Forest Products Utilization Laboratory.

[d] Information provided by USDA/SEA.

[e] Exhibit No. 2 – Deposition of William C. Boykin, Sr. – 1980.

UNITED STATES' EXHIBIT 695h

TABLE 9 (VI)

FUNDING SOURCES FOR EXTENSION IN AGRICULTURE AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, 1955, AND 1960-1980

	Mississippi Cooperative Extension Service—MSU			
Year	Federal[a]	State[b]	Other[c]	Total
1955[f]	1,495,417	775,000	635,748	2,906,165
1960	2,205,247	1,252,450	896,397	4,354,094
1961	2,109,443	1,399,450	912,628	4,421,521
1962	2,164,382	1,399,450	995,960	4,559,792
1963	2,280,716	1,400,000	952,660	4,633,376
1964	2,382,855	1,400,000	968,230	4,751,085
1965	2,519,032	1,495,000	981,853	4,995,885
1966	2,653,053	1,495,000	959,325	5,107,378
1967	2,742,598	1,925,000	1,005,327	5,672,925
1968	2,775,222	1,925,000	1,035,216	5,715,438
1969	3,129,298	2,266,396	1,008,459	6,404,153
1970	3,749,466	2,266,397	1,073,786	7,089,649
1971	4,442,403	3,066,481	1,080,781	8,589,665
1972	4,665,280	3,255,350	1,105,802	9,026,432
1973	4,877,897	3,686,661	1,125,102	9,689,660
1974	4,926,561	4,156,161	1,182,347	10,265,069
1975	5,313,253	4,876,161	1,202,316	11,391,730
1976	7,052,850	5,573,849	1,253,119	13,879,818
1976	TQ "	"	"	"
1977	5,728,967	5,844,330	1,338,978	12,912,275
1978	6,023,387	7,642,584	1,511,394	15,177,365
1979	6,187,794	8,481,084	1,542,132	16,211,010
1980	6,395,637	8,964,128	1,749,839	17,109,604
1981	6,753,314	10,523,823*	1,436,147	

Footnotes at end of table.

TABLE 9 (VI)—Continued

FUNDING SOURCES FOR EXTENSION IN AGRICULTURE AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, 1955, AND 1960-1981

Alcorn State University
Extension Service

Year	Federal[d]	State	Total
1955	0	0	0
1960	0	0	0
1961	0	0	0
1962	0	0	0
1963	0	0	0
1964	0	0	0
1965	0	0	0
1966	0	0	0
1967	0	0	0
1968	0	0	
1969	0	0	
1970	0	0	
1971	0	0	
1972	245,188	0	245,188
1973	354,596	0	354,596
1974	354,596	0	354,596
1975	378,987	0	378,987
1976	566,757[g]	0	566,757
1976			
1977	484,680[g]	0	484,680
1978	535,250[g]	0	535,250
1979	577,859	0	577,859
1980	596,276[h]	0	596,276
1981	639,703[h]	108,558	748,261

Footnotes at end of table.

TABLE 9 (VI) – Continued

FUNDING SOURCES FOR EXTENSION IN AGRICULTURE AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, 1955, AND 1960-1981

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[a] Information provided to Dept. of Justice by USDA/SEA. Includes funds under Smith Lever, Agric. Marketing Act, and Rural Development Act.

[b] Exhibit No. 2, Deposition of William M. Bust, 1981.

[c] Exhibit No. 2, Deposition of William M. Bust, 1981, consists largely of County Funds.

[d] Information provided to Dept. of Justice by USDA/SEA. Includes funds under Smith Lever, Section 3d and PL 95-113.

[e] Exhibit No. 2, deposition of William C. Boykin, Sr., 1980.

[f] From Mississippi State College Agricultural Extension Service, Financial Report for the year ended June 30, 1955.

[g] During Fiscal Years 1976, 1977 and 1978, Alcorn received Special Federal Funds for a small Farmer program: $67,752, 54,202, and 54,202 respectively. these are included in the Federal totals for these Fiscal years. Source: Documents received from Alcorn State University.

[h] During Fiscal years 1979, and 1980, $12,009 and $12,002 were received by Alcorn State University for their participation in the Southern Rural Development Center. Source – Documents received from Alcorn State University.

* From work summary budget statement, MCES, 1980-81.

UNITED STATES' EXHIBIT 695m

TABLE 11 (XI)

MISSISSIPPI STATE APPROPRIATIONS TO LAND GRANT ACTIVITIES AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, 1980-86

	FY 1980[a]	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Instruction							
MSU	1,965,180	UA	3,666,718[g]	3,974,325[g]	3,825,820[g]	4,009,783[g]	3,208,859[g]
ASU	322,271	UA	673,939[c]	669,634[c]	744,858[c]	663,693[c]	736,669[c]
			(419,880)[d]	(405,251)[d]	(432,438)[d]	(381,938)[d]	(443,656)[d]
%ASU	16.4		11.4	10.2	11.3	9.5	13.8
Research							
MSU	12,231,719[e]	11,456,594[b,e]	11,980,938[b,e]	11,866,494[b,e]	13,294,922[b,e]	13,446,694[b,e]	16,882,294[b,e]
ASU	162,811	178,257[e]	157,094[e]	176,554[e]	229,345[e]	238,792[e]	220,817[e]
%ASU	1.3%	1.5%	1.3%	1.5%	1.7%	1.8%	1.3%
Extension							
MSU	10,713,967[a]	10,523,823[a,b]	11,133,988[b]	11,204,087[b]	13,269,631[b]	12,989,797[b]	13,896,783[b]
ASU	0	108,558[a]	98,103[g]	98,103[g]	108,558[g]	108,558[g]	108,558[g]
%ASU	0	1.03%	.88%	.875%	.82%	.83%	.78%

Footnotes on next page.

TABLE 11 (XI) – Continued

MISSISSIPPI STATE APPROPRIATIONS TO LAND GRANT ACTIVITIES AT MISSISSIPPI STATE UNIVERSITY AND ALCORN STATE UNIVERSITY, 1980-86

FOOTNOTES

[a] From Deposition of R. G. Seals, 1981-Jackson, Mississippi..

[b] Does not include "other" Funds such as sales, county sources, etc.

[c] Includes Agriculture and Home Economics.

[d] Includes only agriculture.

[e] From MAFES Financial Reports.

[f] From ASU Campus Public Service Funds – ASU Financial Report.

[g] From answers to U.S. Interrogatory #30.

UA = Unavailable.

UNITED STATES' EXHIBIT 695n

TABLE 12 (XII)

CHANGES IN CERTAIN STATISTICS AND CHARACTERISTICS IN AGRICULTURAL LAND GRANT ACTIVITIES AT MSU AND ASU, 1981-1986

	MSU		ASU	
	1981	1986[c]	1981[d]	1986[d]
Enrollment	1,846[a]	1,198	196	200[e]
Teaching Faculty	259[a]	357	23	19
Research Faculty and Staff	357[a]	432	4	56
Extension Faculty	190[a]	191	7	13
Joint Appointments	168[a] (1980)	202 more off-campus About[b] 70-80 SY's in MAFES	0	(on campus) 70 total employed 25*
# Buildings	422	same[b]	13	16
# Baccalaureate Programs	47	39	7	7
# Master's Programs	14	22	5	2**
# Doctoral Programs	8	15	0	0
Land – acres	25,319	unkn.	1,365	1,365
Faculty in Agric.	–	346	–	12
Faculty – H. E.	–	11	–	7

[a] From Deposition of R. Grant Seals, Jackson, MS 9/21/81

[b] From Deposition of Rodney Foil, Jackson, MS 11/17/86

[c] Bulletin, MS State Univ., March 1986

[d] ASU General Catalog – 1986-88

[e] Deposition of Sam Donald

* Listing in Professorial Faculty and research faculty.

** Possibly due to differences in display in catalog or reorganization.

UNITED STATES' EXHIBIT 695o

TABLE 13 (XIII)

Figures on Building Values in 1981 and 1986, MSU and ASU Agricultural Activities

	1981[a]	1985[b]
Div. of Agric., Forestry and Vet. Med. Office Lab. and classrooms (1978)	(505,309 sq. ft.)	
MAFES, MSU Campus (1980) (Appears not to include office, lab. and classroom for Division indicated above)	$ 6,592,053	$ 6,194,899
Experiment Stations (1980) (Branch)	12,905,124[c]	4,517,302[c]
Vet. Medicine	32,000,000	31,624,164
Total – MSU	54,497,177	42,336,366
ASU	2,483,108	3,296,851[d]
BRANCH STATIONS		
Pontotoc	434,749	
Black Belt	530,314	125,460
Prairie		730,000
Brown Loam	688,932	208,913
Coastal Plain	1,081,568	448,984
Delta	6,775,164	2,146,674
North MS	1,425,727	371,695
Northeast MS	414,599	99,969
South MS	876,910	262,911
Truck Crops	677,061	122,696

[a] From Deposition Materials of R. Grant Seals, Sept. 21, 1981.

[b] From answers to United States Interrogatory #36.

[c] Total for Experiment Stations.

[d] 1986 figure.

UNITED STATES' EXHIBIT 695t

* * * * *

CHAPTER 127

SENATE BILL NO. 253

* * * * *

Agricultural extension work; accepting act of congress.

SECTION 1. *Be it enacted by the Legislature of the State of Mississippi,* WHEREAS, The congress of the United States has passed an act, approved by the president May 8, 1914, entitled "An act to provide for co-operative agricultral extension work between the agricultural colleges in the several states receiving the benefits of the act of congress, approved July 2, 1862, and of acts supplementary thereto, and the United States department of agriculture;" and

WHEREAS, It is provided in section 3 of the act aforesaid that the grants of money authorized by this act shall be paid annually "to each state which shall by action of its legislature assent to the provisions of this act;"

That the assent of the legislature of the state of Mississippi be, and is hereby given to the provisions and requirements of said act, and that the trustees of the Mississippi agricultural and mechanical college be, and they are hereby authorized and empowered to receive all grants of money appropriated under said act, and to organize and conduct agricultural extension work, which shall be carried on in connection with the agricultural and mechanical college of Mississippi, in accordance with the terms and conditions expressed in the act of congress aforesaid.

SEC. 2. That this act shall take effect and be in force from the date of its passage.

Approved April 3, 1916.

* * * * *

UNITED STATES' EXHIBIT 695u

* * * * *

CHAPTER 32

AN ACT in relation to agricultural experiment stations.

SECTION 1. *Be it enacted by the Legislature of the State of Mississippi,* That the State of Mississippi hereby accepts the provisions of an act of Congress entitled an act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of "an act approved July 2d, eighteen hundred and sixty-two, and acts supplementary thereto, which act was approved March 2d, 1887.

SEC. 2. That the money received by this State under the aforesaid act shall be expended under the direction of the Agricultural and Mechanical College of this State, situated near Starkville; and the "agricultural experiment station" for this State provided for in said act of Congress, shall be established in connection with said college, and the trustees of said college be, and they are hereby authorized to set apart for the use of said station so much of the land and other property belonging to said college as they may deem necessary from time to time.

SEC. 3. Be it further enacted, That this act be in force from and after its passage.

Approved January 31, 1888.

* * * * *

UNITED STATES' EXHIBIT 742a

ALCORN STATE UNIVERSITY
FULL-TIME AND PART-TIME FACULTY DATA

	81-82	82-83	83-84	84-85	85-86
Professor					
Total Full-time	18	19	20	17	15
# Full-time Black	10	10	11	11	9
% Full-time Black	55.5	52.6	55	64.7	60
# Part-time Black					
% Part-time Black					
Associate Professor					
Total Full-time	25	21	23	23	33
# Full-time Black	17	13	13	14	20
% Full-time Black	68	61.9	56.5	60.9	60.6
# Part-time Black					
% Part-time Black					
Assistant Professor					
Total Full-time	50	52	57	56	51
# Full-time Black	34	33	42	39	35
% Full-time Black	68	63.5	73.7	69.6	68.6
# Part-time Black					
% Part-time Black					
Instructor/Lecturer					
Total Full-time	47	49	59	63	60
# Full-time Black	40	42	52	50	44
% Full-time Black	85.1	85.7	88.1	79.4	73.3
# Part-time Black					
% Part-time Black					

UNITED STATES' EXHIBIT 742c

JACKSON STATE UNIVERSITY
FULL-TIME AND PART-TIME FACULTY DATA

	81-82	82-83	83-84	84-85	85-86
Professor					
Total Full-time	38	59	57	61	66
# Full-time Black	36	35	35	43	41
% Full-time Black	94.7	59.3	61.4	70.5	66.7
# Part-time Black	*	*	*	*	*
% Part-time Black	*	*	*	*	*
Associate Professor					
Total Full-time	75	95	92	91	90
# Full-time Black	58	58	58	64	56
% Full-time Black	77.3	61	63	70.3	62.2
# Part-time Black	*	*	*	*	*
% Part-time Black	*	*	*	*	*
Assistant Professor					
Total Full-time	121	119	109	101	106
# Full-time Black	87	83	80	74	72
% Full-time Black	71.9	69.7	73.4	73.3	67.9
# Part-time Black	*	*	*	*	*
% Part-time Black	*	*	*	*	*
Instructor/Lecturer					
Total Full-time	52	63	51	44	56
# Full-time Black	49	56	47	40	45
% Full-time Black	94	89	92	91	80
# Part-time Black	*	*	*	*	*
% Part-time Black	*	*	*	*	*
Distinguished Professor					
Total Full-time	0	0	0	0	0
# Full-time Black	0	0	0	0	0
% Full-time Black	0	0	0	0	0
# Part-time Black	0	0	0	0	0
% Part-time Black	0	0	0	0	0

* These figures unavailable.

UNITED STATES' EXHIBIT 742f

MISSISSIPPI VALLEY STATE UNIVERSITY
FULL-TIME AND PART-TIME FACULTY DATA

	81-82	82-83	83-84	84-85	85-86
Professor					
Total Full-time	19	21	22	21	23
# Full-time Black	12	12	13	12	14
% Full-time Black	63.6	57.1	44.9	57.1	60.9
# Part-time Black	**	**	**	**	**
% Part-time Black	**	**	**	**	**
Associate Professor					
Total Full-time	29	23	21	25	25
# Full-time Black	26	21	19	20	19
% Full-time Black	89.7	91.3	90.5	80	76
# Part-time Black	**	**	**	**	**
% Part-time Black	**	**	**	**	**
Assistant Professor					
Total Full-time	66	60	43	43	45
# Full-time Black	50	45	40	33	34
% Full-time Black	75.8	75	93	76.7	75.6
# Part-time Black	**	**	**	**	**
% Part-time Black	**	**	**	**	**
Instructor/Lecturer					
Total Full-time	33	32	22	21	20
# Full-time Black	26	27	18	17	16
% Full-time Black	78.8	84.4	81.8	80.9	80
# Part-time Black	**	**	**	**	**
% Part-time Black	**	**	**	**	**
Distinguished Professor					
Total Full-time	0	0	0	0	0

** Separate full-time and part-time figures unavailable.

UNITED STATES' EXHIBIT 744b

ADMISSION STANDARDS

(includes February 1981 Board actions but not July 1982)

I. Admission to and attendance in all institutions of higher learning under the jurisdiction of this Board is a benefaction of the law, and any person seeking such privilege through attendance at any of the state institutions of higher learning must comply with such conditions as may be imposed by the Board of Trustees. The Executive Officer of each institution is authorized to admit a student meets all requirements, or permit a student to continue in attendance at any institution, when in his judgment such student may reasonably be expected to profit from attendance at the institution and when such attendance may be expected to contribute to the welfare of the institution and the state.

II. Every person seeking to attend a state institution of higher learning in Mississippi must make application according to regulations adopted by the Board of Trustees. Such regulations may be revised or changed by the institution or the Board of Trustees at any time without notice. Any application submitted must state the admission period sought and may be acted upon for the stated period only and cannot be considered a continuing application. In the event an application is denied or an applicant is not admitted upon said application, a new application is required for subsequent consideration at the same or any later term.

III. The application of a non-resident of the State of Mississippi may be considered or not at the option of the executive officer of the institution. The definitions and conditions governing the resident status of

applicants for admission to any of the institutions shall be as follows:

A. *Residence of a minor*
The residence of a person less than twenty-one (21) years of age is that of the father. After the death of the father, the residence of the minor is that of the mother. If the parents are divorced, the residence of the minor is that of the parent who was granted custody by the court; or, if custody was not granted, the residence continues to be that of the father. If both parents are dead, the residence of the minor is that of the last surviving parent at the time of that parent's death, unless the minor lives with a legal guardian of his person, duly appointed by a proper court of Mississippi in which case his residence becomes that of the guardian.

B. *Residence of an adult*
The residence of an adult is that place where he is domiciled, that is, the place where he actually physically resides with the intention of remaining there indefinitely or of returning there permanently when temporarily absent.

* * * * *

J. *Certification of residence of military personnel*
A military person on active duty stationed in Mississippi who wishes to avail himself or his dependents of the provisions of paragraph H, must submit a certificate from his military organization showing the name of the military member; the name of the dependent, if for a dependent; the name of the organization of assignment and its address (may not

be in the letterhead); that the military member will be on active duty stationed in Mississippi on the date of registration at the State-supported institution of higher learning or junior college of the State of Mississippi; that the military member is not on transfer orders; and the signature of the Commanding Officer, the Adjutant, or the Personnel Officer of the unit of assignment with signer's rank and title. A military certificate must be presented to the registrar of the State-supported institution of higher learning or junior college of the State of Mississippi each semester or tri-semester at (or within ten (10) days prior to) registration each semester for the provisions of paragraph H above hereof to be effective.

IV. *Admissions standards*

As approved by the Board of Trustees admission standards for the individual institutions are as follows:

A. *Alcorn State University*

1. A minimum of a thirteen (13) composite score on the ACT is required.
2. In addition to students admitted with a thirteen (13) composite score on the ACT, the institution may enroll a number equivalent to ten (10) percent of the previous year's fall term enrollment with an ACT composite score of nine (9) and up to the current minimum admissions standard.
3. Students who score below twelve (12) on the English and/or mathematics portion

of the ACT must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

B. *Jackson State University – Mississippi Valley State University*

1. A minimum of a ten (10) composite score on the ACT is required.

2. In addition to students admitted with a ten (10) composite score on the ACT, the institution may enroll a number equivalent to five (5) percent of the previous year's freshman class enrollees (for summer, fall, spring terms) to accommodate talented and/or high risk students with an ACT composite score of nine (9). Students with less than 27 semester hours credit may be counted to determine the number of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

3. Students with a nine (9) composite score on the ACT who have a 3.0 grade point average on a 4.0 scale or who rank in the upper fifty percent of their graduating class will be exempt from the institution's five (5) percent flexibility allowance.

4. Students who score below twelve (12) on the English and/or mathematics portions of the ACT must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

C. *Delta State University – Mississippi State University – Mississippi University for Women – University of Mississippi – University of Southern Mississippi*

1. A minimum of a fifteen (15) composite score on the ACT is required.

2. In addition to students admitted with a fifteen (15) composite score on the Act, the institution may enroll a number equivalent to five (5) percent of the previous year's freshman class enrollees or fifty (50) students (for summer, fall, and spring terms) to accommodate talented and/or high risk students with an ACT composite score of nine (9) and up to the current minimum admissions standards of that particular institution. Students with less than 27 semester hours credit may be counted to determine the number of freshmen for this purpose. A student may be counted in any one of the enrollment terms during the fiscal year, but not more than once during the same year.

UNITED STATES' EXHIBIT 763a

INTERROGATORY NO. 27:

Please provide the following information with respect to institution administrators (e.g., President, Vice President) for each institution from 1981-82 to the present.

(a) full name and position to which the person was appointed
(b) race
(c) date of appointment, and date of termination, if applicable
(d) reason for the termination
(e) the appointee's former position

ANSWER:

ALCORN STATE UNIVERSITY

(1) (a) Walter Washington; President
(b) Black
(c) Appointed July 19, 1969
(d) N/A
(e) Former President of Utica Junior College, Utica, Mississippi

(2) (a) Rudolph E. Waters; Vice President
(b) Black
(c) Appointed July 1970
(d) N/A
(e) Formerly Dean of Instruction at Alcorn State University

UNITED STATES' EXHIBIT 763b

DELTA STATE UNIVERSITY

(1) (a) Kent Wyatt; President
(b) White
(c) July 1, 1975
(d) N/A
(e) Administrative Assistant to the President, DSU

(2) (a) W. Frank McArthur; Vice President for Academic Affairs
(b) White
(c) July 1, 1981
(d) N/A
(e) Dean, School of Arts and Sciences, North Alabama

UNITED STATES' EXHIBIT 763c

JACKSON STATE UNIVERSITY

(1) (a) John A. Peoples; President
(b) Black
(c) 1964 and 1984
(d) Resignation
(e) Vice President

(2) (a) James A. Hefner; President
(b) Black
(c) 1984
(d) N/A
(e) Provost, Tuskegee University

(3) (a) Everette Witherspoon; Executive Vice President
(b) Black
(c) 1984
(d) N/A
(e) Dean, School of Education at another institution

(4) (a) Estus Smith; Vice President for Academic Affairs
(b) Black
(c) 1972 and 1984
(d) Resignation
(e) Dean, School of Liberal Studies at JSU

(5) (a) F.C. Richardson; Vice President for Academic Affairs
(b) Black
(c) 1984 and 1985
(d) Resignation
(e) Director, Division of Arts and Sciences at another institution

(6) (a) Frank S. Black; Vice President for Academic Affairs
(b) Black
(c) 1985
(d) N/A
(e) Associate Dean for Academic Affairs at another institution

(7) (a) Paul Purdy; Vice President for Fiscal Affairs
(b) Black
(c) 1972 and 1982
(d) Resignation
(e) Director of Campus Union at JSU

(8) (a) Marvell Turner; Vice President for Fiscal Affairs
(b) Black
(c) 1982
(d) N/A
(e) Senior Vice President, Business Affairs at another institution

(9) (a) James Petrovich; Vice President for Budget Management and Planning
(b) White
(c) 1984
(d) N/A
(e) Vice President for Fiscal Affairs at another institution

(10) (a) J.T. Robinson; Vice President for University Relations
(b) Black
(c) 1974
(d) N/A
(e) Director of Placement at JSU

UNITED STATES' EXHIBIT 763d

MISSISSIPPI STATE UNIVERSITY

(1) (a) James Donald McComas; President
(b) White
(c) July 1976 and July 1985
(d) Accepted Presidency of another university
(e) Dean of College of Education, University of Tennessee, Knoxville

(2) (a) Donald Wayne Zacharies; President
(b) White
(c) September 1, 1985
(d) N/A
(e) President, Western Kentucky University, Bowling Green

(3) (a) Theodore Krinn Martin; Vice President
(b) White
(c) July 1, 1966 and January 2, 1985
(d) Retirement
(e) Executive Assistant to the President and Professor of English

(4) (a) Robert Earl Wolverton; Vice President for Academic Affairs
(b) White
(c) July 1, 1977 and July 31, 1985
(d) Returned to teaching
(e) President, Mount St. Joseph on the Ohio, Cincinnati, Ohio

(5) (a) Louis Neal Wise; Vice President for Agriculture, Forestry, and Veterinary Medicine
(b) White
(c) April 1, 1966 and April 30, 1986
(d) Retirement
(e) Dean, College of Agriculture

(6) (a) Robert Rodney Foil; Vice President for Agriculture, Forestry, and Veterinary Medicine
(b) White
(c) June 1, 1986
(d) N/A
(e) Director of Mississippi Agricultural and Forestry Station

(7) (a) George Leslie Verrell; Vice President for Business Affairs
(b) White
(c) November 15, 1979
(d) N/A
(e) Associate Dean of Business and Industry and Associate Professor of Economics

(8) (a) Marion Theo Loftin; Vice President for Graduate Studies and Research
(b) White
(c) January 17, 1980 and September 10, 1985
(d) Retirement
(e) Dean of Graduate School

(9) (a) Ralph Edward Powe; Vice President for Research
(b) White
(c) July 17, 1986
(d) N/A
(e) Associate Vice President for Research

(10) (a) Robert Louis Jones; Vice President for Student Affairs
(b) White
(c) July 1, 1967 and September 15, 1984
(d) Accepted Vice Presidence for Administration, University of Texas, Tyler
(e) Assistant to Vice President, University of Arkansas Medical Center

(11) (a) Roy Harris Ruby; Vice President for Student Affairs
(b) White
(c) April 15, 1985
(d) N/A
(e) Dean of Student Administrative Services

UNITED STATES' EXHIBIT 763e

MISSISSIPPI UNIVERSITY FOR WOMEN

(1) (a) James W. Strobel; President
(b) White
(c) July 1977
(d) N/A
(e) Professor and Head of Horticultural Sciences Department at North Carolina State University

(2) (a) James T. Murrell, Jr.; Vice President for Academic Affairs
(b) White
(c) January 1982
(d) N/A
(e) Associate Professor at University

(3) (a) Delene W. Lee; Vice President for Financial Affairs
(b) White
(c) January 1981
(d) N/A

(4) (a) Joseph A. Portera; Vice President and Assistant to the President
(b) White
(c) September 1969
(d) N/A

(5) (a) Gloria W. Raines; Vice President for Student Affairs
(b) White
(c) November 1977 and December 1982
(d) Accepted another position

(6) (a) Rosemary B. Hayslett; Acting Vice President for Student Affairs
(b) White
(c) January 1983
(d) Not terminated but title changed to Director of Student Affairs July 1, 1986

(7) (a) O. W. Smith; Vice President of External Affairs
(b) White
(c) July 1978
(d) Not terminated but job title changed August 1984

UNITED STATES' EXHIBIT 763f

MISSISSIPPI VALLEY STATE UNIVERSITY

(1) (a) Joe Boyer; President
(b) Black
(c) January 1982
(d) N/A
(e) Head of Department of Foundations, Secondary and Counselor Education at Auburn University at Montgomery

(2) (a) Nathaniel Boclair; Vice President
(b) Black
(c) July 1982
(d) N/A
(e) Dean of Education at MVSU

UNITED STATES' EXHIBIT 763g

UNIVERSITY OF MISSISSIPPI

(1) (a) Porter Fortune; Chancellor
(b) White
(c) February 1968 and April 1984
(d) Assumption of Chancellor Emeritus and Distinguished Professor History Positions
(e) National Executive Secretary of the National Exchange Club

(2) (a) Robert Gerald Turner; Chancellor
(b) White
(c) April 1984
(d) N/A
(e) Vice President of Executive Affairs, University of Oklahoma

(3) (a) Harvey Shelton Lewis; Executive Vice Chancellor
(b) White
(c) July 1981 and September 1983
(d) Accepted another position
(e) Vice Chancellor and Professor of Economics and Banking at UM

(4) (a) Bela J. Chain, Jr.; Acting Executive Vice Chancellor
(b) White
(c) October 1983 and April 1984
(d) Returned to permanent position
(e) Director of Personnel and Associate Professor of Educational Administration at UM

(5) (a) Peter E. Wagner; Vice Chancellor for Academic Affairs
(b) White
(c) December 1981 and September 1984
(d) Accepted another position
(e) Professor of Physics, University of Alabama in Huntsville

(6) (a) Gerald W. Walton; Acting Vice Chancellor for Academic Affairs
(b) White
(c) October 1984 and June 1985
(d) Returned to permanent position
(e) Associate Vice Chancellor for Academic Affairs

(7) (a) Morris L. Marx; Vice Chancellor for Academic Affairs
(b) White
(c) June 1985
(d) N/A
(e) Interim Dean, College of Arts and Science, University of Oklahoma

(8) (a) Doyle Lamar Russell; Vice Chancellor for Administration
(b) White
(c) Appointed Acting Vice Chancellor on July 1981 and appointed permanently in July 1982
(d) N/A
(e) Director of Accounting and Budgeting at UM

(9) (a) Franklin Edwin Moak; Acting Vice Chancellor for Student Affairs
(b) White
(c) July 1981 and March 1982
(d) Returned to permanent position
(e) Dean of the Division of Student Personnel

(10) (a) Thad Gordon Beasley; Vice Chancellor for Student Affairs
(b) White
(c) March 1982
(d) N/A
(e) Vice President for Student Affairs, University of Arkansas

(11) (a) Robert C. Khayat; Vice Chancellor for University Affairs
(b) White
(c) May 1984
(d) N/A/
(e) Associate Dean of School of Law and Professor of Law at UM

UNITED STATES' EXHIBIT 763h

UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

(a) Norman Crooks Nelson; Vice Chancellor for Health Affairs (Chief Executive Officer)
(b) White
(c) July 1973
(d) N/A
(e) Dean of the School of Medicine at Louisiana State University

UNITED STATES' EXHIBIT 763i

UNIVERSITY OF SOUTHERN MISSISSIPPI

(1) (a) Aubrey K. Lucas; President
(b) White
(c) July 1975
(d) N/A
(e) President of Delta State University

(2) (a) Shelby F. Thames; Executive Vice President
(b) White
(c) July 1982
(d) N/A
(e) Vice President for Administration at USM

(3) (a) James H. Simms; Vice President for Academic Affairs
(b) White
(c) July 1982
(d) N/A
(e) Dean of Liberal Arts at USM

(4) (a) Thomas G. Estes, Jr.; Vice President for Business and Finance
(b) White
(c) July 1976
(d) N/A
(e) Assistant Director of the Division of Continuing Professional Education for the American Institute of Certified Public Accountants

(5) (a) Peter Easton Durkee; Vice President for Student Affairs
(b) White
(c) July 1976
(d) N/A
(e) Dean of Students at USM

(6) (a) Karen M. Yarbrough; Vice President for Research and Extended Services
(b) White
(c) July 1982
(d) N/A
(e) Acting Vice President for Academic Affairs at USM

UNITED STATES' EXHIBIT 817

BULLETIN OF DELTA STATE UNIVERSITY
(USPS 152-880)
Cleveland, Mississippi 38733

Founded April 9, 1924
Opened September 25, 1925

UNDERGRADUATE ANNOUNCEMENTS
SIXTY-SECOND SESSION
1986-87

CATALOG
1985-86
[SEAL OMITTED]

This bulletin presents information which, at the time of preparation for printing, most accurately describes the course offerings, policies, procedures, regulations, and requirements, of the University. However, it does not establish contractual relationships. The University reserves the right to alter or change any statement contained herein without prior notice.

Volume 62 **January 1986** **Number 1**

PUBLISHED QUARTERLY BY DELTA STATE UNIVERSITY
CLEVELAND, MISSISSIPPI 38733

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ADMISSION AND CLASSIFICATION

A new student seeking admission to Delta State University must complete the following procedure:

1. *Complete a formal Application for Admission.* Application should be received by the Director of Admissions at least twenty days prior to the opening of the term in which the student desires to enroll.
2. *Request a copy of all previous school records* be sent to the Director of Admissions at least two weeks prior to the date of entrance. All records must be mailed DIRECTLY from official records office of the school or college which the applicant previously attended to: Director of Admissions, Delta State University, Cleveland, Mississippi 38733.
3. *Submit the results of the American College Test.* If official scores are not on file at Delta State, request forms may be obtained from the Office of Admissions.
4. Document proof of immunization for Measles and Rubella.

ADMISSION REQUIREMENTS FOR FRESHMEN:

1. HIGH SCHOOL COURSE REQUIREMENTS
   Beginning with the fall term of 1986, all entering freshmen students must have earned the following high school units in grades 9-12:

Subject	Units
English	4 – All must require substantial writing components.
Mathematics	3 – Algebra I, Geometry, and Algebra II.
Sciences	3 – Choose from Biology, Advanced Biology, Chemistry, Ad-

	vanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½ – Must include United States History and American Government.
Required Elective	1 – Choose from a foreign language or mathematics [above Algebra II] or a science [chosen from the science courses shown above].

It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

Any student with an ACT assessment composite score of 24 or above is exempt from the high school units requirement.

Any student with less than the composite score of 24 who has a deficiency in the required high school units may be exempt from an area of deficiency by having an ACT assessment subtest score of at least 18 on the appropriate subtest. The option is not available for any student with more than one deficiency.

2. ACT REQUIREMENT:

A minimum of a fifteen [15] composite score on the ACT is required.

Out-of-state students enrolling as first-time entering freshmen must present a minimum Composite ACT score of 15 or a Scholastic Aptitude Test [SAT] score of 700.

3. First-time entering freshmen foreign students must present a minimum ACT score of 20 or a comparable SAT score and must also present a minimum score of 525 on the Test of English as a Foreign Language (TOEFL).

IMMUNIZATION REQUIREMENTS:

All students [including transfers] entering Delta State for the first time and enrolling for academic credit must document proof of immunization for measles and rubella.

a. Proof of immunization may be documented in the following manner:
   (1) Documentation (month and year) of immunization which was received after the first birthday;
   (2) Positive measles and rubella serology titer with date;
   (3) Physician-documented history of having had measles with date of the disease. History of rubella is not acceptable.

b. Temporary exceptions—one semester:
   (1) Pregnant women;
   (2) Women suspecting pregnancy;
   (3) Women anticipating pregnancy within three months.

c. Permanent exception:
   (1) Medical disease which will cause a permanent contraindication to immunization;
   (2) All persons born prior to 1957.

DEVELOPMENTAL COURSE REQUIREMENTS:

Students who score below twelve (12) on the English portion of the ACT (300 SAT verbal) and/or twelve (12) on the mathematics portion of the ACT (350 SAT quan-

titative) must enter and satisfactorily complete a Board of Trustees approved developmental program in the area(s) of deficiency.

REQUIREMENTS FOR TRANSFERS:

1. A student who was eligible for admission to the freshmen class at Delta State but chose to attend another institution may transfer at any time as long as the student has a "C" average or better and is eligible to return to the institution.
2. Any student who was *not* eligible for admission to the freshman class must attend an accredited institution of higher learning other than one of Mississippi's eight state supported universitities and attain a "C" average (2.0 G.P.A. on a 4.0 scale) in the following 24 semester credit hours.

6 semester hours	English Composition
3 semester hours	College Algebra or above
6 semester hours	Laboratory Science
9 semester hours	Transferable Electives

3. A student on academic probation at another college, if otherwise acceptable, is admitted to Delta State University on probation. A student excluded from another college because of academic suspension may be considered for admission to Delta State University on probationary status after remaining out of college for one semester.

ADMISSION OF NON-DEGREE STUDENTS. Students over 21 years of age who do not have an ACT score or a score which does not meet minimum admission requirements may register as a non-degree student. They may register for a maximum of twelve (12) semester hours for one semester. Regular student status may be achieved by

meeting the regular admissions standards (including ACT) or by completing a minimum of twelve (12) semester hours with a "C" average.

TRANSFER CREDIT. A junior college graduate who transfers to Delta State University and who has pursued a sound academic program in the junior college should be able to meet the additional requirements to graduate from Delta State University in two academic years. Each department chairman with the approval of an appropriate school dean is authorized to make any reasonable substitutions in course requirements in order not to prolong the residence of junior college transfers. Any junior college transfer who seems to suffer an undue loss of credit is invited to confer with the Vice President for Academic Affairs. It is understood that any student graduating from Delta State University must have an overall grade of "C" on all academic hours required toward the degree. A student enrolled in a junior college for the first two years who plans to enter Delta State University upon graduation should follow the general requirements outlined in the Delta State University catalog for the degree sought.

CREDIT BY EXAMINATION. A maximum of 30 semester hours of undergraduate credit may be earned from the following sources: The Advanced Placement Test, College Level Examination Program (CLEP), and the American College Testing Program.

CREDIT FOR MILITARY SERVICE. A student who has been in active military service for two calendar years or longer may submit a copy of his separation notice (DD Form 214) and receive up to four semester hours of credit in physical education activity courses.

Recommendations of the American Council on Education are used in determining credit allowed for the courses completed in military service schools.

CLASSIFICATION OF STUDENTS. The following schedule is used in classifying students:

Freshmen ..... 0-26 semester hours
Sophomores ..... 27-53 semester hours
Juniors.....54-86 semester hours
Seniors.....87 and over semester hours
Part-time Undergraduate.....less than 12 semester hours
Part-time Graduate.....less than 9 semester hours